

## **Indonesian Language Learning Using Inquiry Approach at MA Nurul Muhajirin Sukatani, Banyuasin Regency**

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### **ABSTRACT**

Learning in Indonesia is the topic of this research. The Inquiry Method in Graduate School According to Nurul Muhajirin Sukatani, who notes that instructors in Indonesia have a wide range of options when it comes to pedagogical techniques, one of them is the inquiry-based model, which encourages students to take an active role in solving issues and gathering data. The sort of research done is qualitative with descriptive features. Interviews, field notes, and other forms of documentation are used to gather information, while data reduction, presentation, and verification are among the steps used during the analysis phase. Data triangulation was utilized to check the reliability of the results in this investigation. The results have been well implemented in learning Indonesian with an Inquiry approach, including task-based inquiry activities, by designing teacher assignments or projects to create engaging, contextual, and relevant learning experiences for students. Discussion and collaboration facilitated by discussion and collaboration that this activity is very beneficial for students. There will be value in cooperation and responsibility when students are given tasks to complete their studies. These group discussions allow students to share ideas, debate, and teach each other. Collaboration will enable students to learn from the perspective of classmates and gain new insights. Contextual learning: this approach helps students understand concepts better and forms a deeper and more relevant understanding. Connecting lessons with students' daily lives makes learning more meaningful and stimulates their interest and motivation to learn.

**Keywords: Learning, Indonesian, Inquiry Approaches**

## A. INTRODUCTION

Education has a vital role in the formation of individuals, society, and the progress of a nation (Alfiyanto, Hidayati et al., 2022; Fazalani et al., 2022; Ibrahim et al., 2022; Udin et al., 2022). Education is considered very important because learners will develop individually (Inanna, 2018; Indy, 2019). Education helps develop individuals' intellectual capacity, skills, and character. It covers cognitive, emotional, social, and physical aspects. Our country has to continue developing and improving the quality of its human resources if it is to play a role in global competitiveness (Budiarti, 2015; Ibrahim et al., 2021). Education opens access to job opportunities and better income. A person with a good education tends to have more chances to succeed in career and life. Education helps individuals understand the surrounding world in terms of science, technology, culture, and society. This allows them to make better decisions (Braveman & Gottlieb, 2014).

Education shapes values, ethics, and morality (Chowdhury, 2016). Students are taught about social norms essential for harmonious coexistence, also contributing to the development of human resources, which are the principal capital in the development of a country (Hiwaki, 2017). The importance of education is not only limited to individual aspects but also closely related to the social, economic, and political development of a society (Widiansyah, 2017). Therefore, education investment is considered an investment in a nation's future (Alfiyanto, 2020; Anwar, 2013; Efriliyanti et al., 2022; Irawan et al., 2022). The educational process must have a good learning process to achieve the desired goals (Afif et al., 2022). The learning process in educational institutions must meet community expectations for efficiency, productivity, quality effectiveness, and the utility of outputs. However, it turns out that there are obstacles that prevent the learning process from going smoothly in the classroom (Alfiyanto et al., 2022; Febriyanti et al., 2022; Primary et al., 2022; Suranto et al., 2022).

The problem that occurs and is very serious for educators is the low participation of students in teaching and learning activities. In the learning process that has taken place so far, students are more likely to sit, be quiet, and listen without giving a response that is relevant to the learning material (Keiler, 2018; Nurhuda, 2022; Schmidt, 2020; Wibowo, 2016). During the lesson, no questions or ideas related to the material discussed by the teacher ever arise. This tendency is an obstacle for teaching staff because it causes the achievement of mastery of learning material by students to be very low. To overcome problems in the learning process, one of the things that teachers can do is apply an inquiry learning approach. This approach is an approach to learning widely known by educators nationwide. Since it was first introduced in Indonesia, the inquiry learning model has become the first activity-based approach to be applied (Hamzah, 2020; Hoesny & Darmayanti, 2021).

When first introduced, inquiry was considered a suitable learning model for Natural Science subjects, particularly at the secondary school level, where it was introduced to physics, chemistry, and

biology teachers. In its development, this approach can be done in other learning, including in Indonesian lessons. The learning process cannot be separated from activity and interaction because perception and action go hand in hand dialogically. Knowledge is not separated from the activity in which it is constructed and in which meaning is created, as well as from the cultural community in which knowledge is disseminated and applied (Saliman, 2009).

Inquiry learning encourages students to actively participate optimally. In this context, "activity" is an educator's effort to stimulate students' curiosity. Creating interest is a serious focus for teachers in motivating students to learn (Elneyeti, 2017; Eny Saputri, 2021). This motivation is essential for teachers to do so that active involvement of students in learning arises and the learning process is more meaningful for students (Arianti, 2019; Maryance et al., 2022; Syaparuddin et al., 2020). The inquiry approach model has experienced rapid development and can be applied to almost all subjects, from kindergarten to high school grade 12. At each grade level, inquiry learning has specific learning targets, resulting in variations in application. The success of the development of the inquiry approach can be attributed to severe supervision carried out by the National Science Teacher Association (NSTA) or in the Indonesian context, namely the Indonesian Subject Teacher Deliberation (MGMP) (Burhanuddin, 2017).

Innovation in the learning process is pursued continuously to improve the quality of learning. Learning development in education always strives to create innovations in its process that focus on student activities. It is expected that with this approach, there will be a positive impact on students in the learning process of Indonesian. Based on the initial observation that Indonesian learning has been carried out quite well, the learning process uses several approaches carried out by the teacher. One approach taken is the inquiry approach.

## **B. METHOD**

This research was conducted at MA Nurul Muhajirin Sukatani, Tanjung Lago District, Banyuasin Regency, South Sumatra. The object discussed in this study is related to Indonesian Learning Using an Inquiry Approach at MA Nurul Muhajirin. The designation "field research" suggests that the study is of the qualitative kind and takes place in the real world. Researchers collect information in the field using in-person interviews, surveys, and document analyses (Sugiyono, 2022). The purpose of qualitative is field research using theories without statistical formulas (Moleong, 2019). The researcher himself acts as the tool of inquiry in qualitative studies. To determine its reliability as a research tool, we must first assess the level of preparedness of qualitative researchers to do fieldwork (Sugiyono, 2014).

In this qualitative study, information was gathered by interview, observation, documentation, and triangulation (Annur, 2018). Data analysis methods also include collecting information from

various sources (such as interviews, field notes, and documents), organizing that information into meaningful categories and units of analysis, and picking out the most relevant details. Data reduction is a summarizing action where only the significant ones are picked. The goal is to facilitate future study by scientists by reducing data and delivering exact shading. This step is used after the issue has been identified in the Obervasi stage, narrowing the scope of the investigation.

People who volunteer to be interviewed for research are assumed to know a lot about the issue at hand. The first step in qualitative research is to identify key informants and get their cooperation (Rukin, 2019). Through research, data is studied, organized, and structured such that insights may be drawn with little effort. Concluding the qualitative data analysis is the last stage. The last step in qualitative research is to go through all the material gathered during the study and categorize the most relevant findings from interviews and other sources of data.

### **C. RESULTS AND DISCUSSION**

The inquiry approach to Indonesian lessons involves a process of inquiry, exploration, and discovery by students. The main goal is to encourage students to learn actively and build a deeper understanding of Indonesian through direct experience. Here are some steps educators implement in applying an inquiry approach to Indonesian lessons at MA Nurul Muhajiri Sukatani.

#### **Task-Based Inquiry**

Every teacher expects students to be actively involved in learning activities. The activeness of students reflects their passion and enthusiasm for the learning process. In addition, students' active participation in class can be considered a sign that they are ready to follow the lesson. Based on the results of interviews with Indonesian teachers, students who are actively involved in class are actively engaged in the learning process, willing to express opinions, provide answers when asked questions, and dare to ask questions if they experience difficulties in learning Indonesian.

The activity is not just talking or joking, which causes classroom noise. Active learning is a learning approach that uses methods or strategies to involve all students in the learning process, such as asking questions, paying attention, answering questions, completing tasks from the teacher, and participating in discussions. In the learning process, according to the teacher Indonesian, the teacher must be able to design tasks or projects requiring students to investigate and explore Indonesian concepts. Examples of jobs may include analysis of literary texts, researching unusual words, or compiling creative texts.

Design assignments or projects in Indonesian learning that delve into language concepts can help students further explore them interestingly and practically. An example of an assignment or project design that can require students to investigate and explore Indonesian concepts is the analysis of literary texts. Ask students to choose a work of Indonesian literature,

such as a short story, poem, or novel. The students' task is to analyze elements of language such as writing style, metaphor, symbolism, and other figurative language.

Activities that teachers in Indonesian learning can do are word etymology research. In this activity, students are assigned to choose words in Indonesian and investigate their origin or etymology. This activity will help students in the learning process that involves them actively, and students can understand the history and development of words in Indonesian. According to some students, several activities are carried out in the Indonesian learning process, such as writing essays analytically. Learners are asked to write analytical articles on specific Indonesian topics, such as changes in language structure, cultural influences on language, or the role of language in national identity. These activities can build students' analytical and argumentation skills.

Six things affect the activity of the rest of the class, namely students, teachers, materials, places, times, and facilities (Haryanto, 2012). The role of the teacher is needed in the process of activities in a class because the teacher is in charge of all forms of learning activities. The teacher can screen classroom activities according to the desired learning objectives (Wibowo, 2016). Student activity makes learning run according to pre-arranged planning. Student activity can be in the form of activities in themselves or the actions of a group in learning. Another activity in Indonesian education at MA Nurul Muhajirin is students' interactive story-making activities. Teachers invite students to create interactive stories based on Indonesian using digital media or other creative tools.

Story text delivered interactively can help simple students understand the story's content more effectively while helping them master grammar better. (Yahya Othman & Dayang Raini Pakar, 2011). This Interactive story text is a suitable communication medium to provide lessons to students because it not only contains messages but also has an interactive side; namely, children can learn to imagine and, at the same time, as a medium to hone their language skills. In addition, with this activity, students can improve narrative skills and creativity in learning Indonesian. By designing these kinds of tasks or projects, teachers can create engaging, contextual, and relevant learning experiences for students. It also helps students to apply Indonesian concepts in real situations, increasing their understanding holistically.

### **Discussion and Collaboration**

The development of information and communication technology today is taking place quickly. With the addition of pandemic conditions that forced learning from home, opportunities for collaborative learning became possible. Collaboration, as humans need to be interconnected, cooperative, and helpful to each other, which is becoming increasingly important. Education also emphasizes students' abilities to formulate problems, seek information from various sources, think analytically, and collaborate in solving problems so that students are required to have collaboration and higher-order thinking skills (Aspridanel et al., 2019).

The importance of collaboration is also manifested in learning activities. In traditional learning activities, collaboration usually occurs among students and teachers in one school or class. However, cooperation between schools, regions, and countries can be carried out with existing facilities and infrastructure availability. One of the great benefits of technology in education is the necessity to use Information and Communication Technology in learning. On the one hand, this is a significant blessing and achievement compared to the socialization efforts of ICT use that have been carried out over the years. On the other hand, teachers, students, and other education stakeholders have provided valuable, diverse experiences to enrich the theory and practice of learning with ICT.

Collaborative learning brings many added values, both for students and teachers. Based on the results of interviews with teachers, good collaboration in Indonesian learning will be a characteristic value for students. There are many benefits of discussion and collaborative activities in Indonesian education, where students can feel the process of discussion and cooperation with various other learners, not only classmates but also students from previously unknown environments.

Added other Indonesian teachers that collaborative learning results in purposeful interaction between newly acquainted students because students follow the program the teacher has planned. In addition, these joint activities can encourage motivation and a positive competitive spirit among students, and students get more diverse learning resources from their teachers as long as they know them. According to some students who facilitated discussion and collaboration by teachers in Indonesian, this activity benefits students. Cooperation and responsibility will be valued when students are given tasks to complete their studies. Facilitate these group discussions where students can share ideas, debate, and teach each other. Collaboration allows students to learn from the perspective of classmates and gain new insights.

### **Contextual Learning**

The function of education is to help students self-development by developing all their potential and personal characteristics in a positive direction, both for themselves and their environment (Ibrahim et al., 2022). Contextual learning in Indonesian learning refers to the approach by which subject matter is presented and understood in real-life situations and contexts of students. Contextual Indonesian knowledge focuses on making learning more relevant, meaningful, and integrated with students' daily lives.

Based on the results of interviews with teachers, Indonesian that in Indonesian learning, contextual learning is that teachers choose learning materials relevant to daily life and student interests. Connect Indonesian concepts with cultural, historical, or social contexts to make learning more

meaningful. Contextual learning is an approach that places the subject matter in real situations or the context of students' daily lives. This approach aims to make learning more meaningful and relevant to students so that they can more easily understand and apply the knowledge gained in the context of their lives.

Based on the results of interviews with Indonesian teachers, some characteristics of contextual learning include relevance. There is relevance between the subject matter and students' daily lives. Learning materials are presented in contexts related to students' daily lives, and this activity allows students to see the relationship between lessons and real situations. With this learning, there will be value that students in learning Indonesian can obtain.

Contextual learning in Indonesian learning concepts helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and their application in everyday life. Of course, in the process, the role of teachers becomes essential in designing and implementing this Indonesian learning. Another characteristic of contextual knowledge is problem-based learning. Contextual understanding often uses a problem-based approach. In the process, students face real problems or challenges that require solving using the concepts learned. There is also active involvement of learners in the learning process. Students are actively involved in learning and invited to find solutions, discuss, and apply concepts in certain situations.

An active role is a form of students' willingness to follow the learning process properly and correctly, positively respond to the subject matter discussed, and try to find out material that has not been understood (Uno, 2011). There must be a good atmosphere in the learning process, and students have to play an active role so that the learning process can be excellent and educational goals can be achieved optimally. According to the deputy head of the madrasah for curriculum, one of the madrasah programs is how to relate theory to everyday life. This contextual learning is a means that can be done by teachers in education and has value and meaning for students.

Contextual learning is a learning approach that helps teachers relate subject matter to students' real-world situations, encouraging them to establish connections between their knowledge and application in everyday life. When teaching, achieving goals becomes the main thing so students can understand a concept based on their learning experience. Understanding is a systematic process of interpreting, interpreting, translating, or stating something in their way after the knowledge is known and remembered.

By relating what learners learn to how that knowledge can be applied to understanding academic concepts, contextual learning becomes very beneficial for their future lives, both when interacting in society and the work environment. Through contextual knowledge (Contextual Teaching and Learning), it is hoped that learning outcomes can have good value

and meaning for students. Teachers can implement a holistic approach in Indonesian learning with a contextual approach. Contextual knowledge tends to encapsulate various aspects of life, such as social, cultural, economic, and environmental, thus providing a more holistic understanding of the subject matter. Local contexts, such as culture or local wisdom, are integrated into learning to give students deeper meaning.

In addition to knowledge, students also developed contextual skills, such as problem-solving, critical thinking, and the ability to adapt to real situations. In addition, the continuous learning process is also part of Indonesian learning. According to the teacher, Indonesian language values and knowledge become the basis and can be used continuously by students. Therefore, contextual learning focuses on one topic or situation and occurs constantly. Students are introduced to a variety of relevant contexts to deepen their understanding.

Contextual learning approaches help students understand concepts better and form a deeper and more relevant understanding. Connecting lessons with students' daily lives makes learning more meaningful and stimulates their interest and motivation to learn. Overall, the inquiry approach to Indonesian studies for students at MA Nurul Muhajirin Sukatani not only helps students understand language concepts but also develops students' critical thinking skills, research skills related to Indonesian learning, and good learning independence as capital for students in acquiring independent character. This inquiry approach will also create an engaging and relevant learning environment for students, and students are actively involved in the learning process.

#### **D. CONCLUSION**

Based on the results and discussion above about Indonesian Learning Using an Inquiry Approach at MA Nurul Muhajirin Sukatani, the results obtained show that learning has been carried out well. This approach involves task-based inquiry activities, where designing assignments or projects helps teachers create engaging, contextual, and relevant learning experiences for students. Discussion and collaboration also play an essential role, and these activities significantly benefit students. Collaboration involves facilitated discussion, creating values of cooperation and responsibility as students are assigned to complete their assignments. In group discussions, students can share ideas, debate, and teach each other. Collaboration allows students to learn from classmates' perspectives, explore new insights, and improve their social skills. Contextual learning approaches have also proven beneficial in increasing students' understanding of concepts and forming a more profound and relevant understanding. Linking the subject matter with students' daily lives makes learning more meaningful and can stimulate their interest and motivation to learn.



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