

# **The Effectiveness of the Inquiry Learning Model Assisted by Power Point Media on the Economic Learning Outcomes of Class X High School Students**

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## **Abstract**

This study aims to find out: (1) The average economic learning outcomes of grade X students at SMAN 22 Kab. Tangerang (2) Classical completeness on the economic learning outcomes of grade X students at SMAN 22 Kab. Tangerang (3) Differences in economic learning outcomes of experimental class X students and class X control at SMAN 22 Tangerang District. The research approach used is a quantitative approach with a quasi-experimental methodology of nonequivalent control group design type. The population in this study was grade X students of SMAN 22 Kab. Tangerang with a total of 142 students and the sample used was 70 students. Data collection techniques in the form of pretest-posttest question item tests. The data analysis techniques used are descriptive and statistical analysis in the form of normality tests, homogeneity tests, and independent sample t test hypothesis tests. The results of the study explained that (1) The average economic outcome of grade X students was 80.97 (2) Classical completeness in the economic learning outcomes of grade between the experimental class and the control class. In the experimental class obtained an average score of 80.97 while the control class obtained an average score of 62.88.

**Keywords:** *Inquiry Learning Model; Power Point Media; and Economic Learning Outcome.*

## **Introduction**

Economics is one of the important subjects in the world of learning. The economy is basically reflected in the phenomena of daily life in society which are always changing. According to Adam Smith, systematically economics is the study of human behavior in its efforts to allocate limited resources to achieve certain goals. Considering the importance of the economy in everyday life, the economy must be understood and comprehended by all levels of society, including students, as the future of the nation. The purpose of studying economics is to find out how society and the world work. In addition, economics provides a conceptual framework on how to create better world solutions for those who study it.

However, in reality, students still experience difficulties in understanding the economic material taught so that students' economic learning outcomes are still low. Based

on observations made at SMAN 22 Kab. Tangerang shows that the percentage of achievement of KKM (Minimum Completeness Criteria) is 65% below standard and 35% is classified as complete. Several factors causing this problem include teachers' skills in implementing learning models which are still lacking. The learning process is still centered on the teacher. Teachers more often deliver lesson material using the lecture method and then give practice questions to students, which means the use of the learning model applied by the teacher is still monotonous. This makes students tend to be passive during learning so that student activity is less visible.

Seeing these problems, it is necessary to apply a learning model that can actively involve students in teaching and learning activities, in order to achieve better student learning outcomes. The learning model that can be applied is the inquiry learning model. The inquiry learning model is a series of learning activities that emphasize students' mindset to think critically and analytically, searching for and finding their own answers to a problem in question (Sanjaya, 2014: 191). By implementing the inquiry learning model, it can stimulate students' curiosity so that students will have more speaking skills and express their opinions, because what is really needed in the learning process is knowledge and skills, not from remembering or memorizing but through discovering it for themselves through observation, experimentation and exploration. This model is very appropriate for improving teaching and learning activities.

Apart from that, the use of learning media is very beneficial for students. Learning media can clarify the delivery of messages or transfer knowledge to students, and can provide stimulus to students. In this case, the media that can be used is power point media. Power point media can make it easier for teachers to present material with the availability of various image, animation and video features that can make presentation slides more interesting. so that it is easier for students to understand the learning material and can arouse student motivation to learn.

The application of the inquiry learning model is also based on relevant researchers, such as research results from Angreny, et al (2019) stating that the inquiry learning model has a significant effect on improving student learning outcomes. Research results from Astawa, et al (2020) stated that the inquiry learning model has a significant effect on student activities and learning outcomes. Research results from Siahaan (2020) state that the inquiry learning model has a significant effect on improving student learning outcomes.

Based on the background that has been stated, the researcher conducted a research study with the aim of finding out the effectiveness of the inquiry learning model with the

title The Effectiveness of the Inquiry Learning Model Assisted by Power Point Media on the Economic Learning Outcomes of Class X Students of SMAN 22 Kab. Tangerang.

## Methods

The research approach used is quantitative research with a quasi-experimental methodology, non-equivalent control group design type. The quasi-experimental methodology type non-equivalent control group design (Anggara & Abdillah, 2019:33) is a research design by comparing the experimental class that is given treatment with the control class that is not given treatment. In this research, the experimental class was given treatment in the form of inquiry learning methods, and the control class was given conventional learning methods. The effect of treatment was obtained by comparing the difference between pretest and posttest in the experimental class and the difference between pretest and posttest in the control class. Below is a picture of the research methodology used.

Class	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	-	O4

Figure 1. Research Methodology

Then the population in this study was Class X students at SMAN 22 Kab. Tangerang is presented in the following table:

**Table 1. Population Distribution**

No	Class	Total Population
1	X MIPA 1	36
2	X MIPA 2	34
3	X MIPA 3	36
4	X MIPA 4	36
<b>Amount</b>		<b>142</b>

The sample in this study was determined using a purposive sampling technique. This technique is used because it is suitable for quantitative research. The samples obtained were class X students at SMAN 22 Kab. Tangerang is presented in table 2 below:

Table 2. Sample Distribution

No	Class	Number of Samples
1	X MIPA 1	36
2	X MIPA 2	34
<b>Amount</b>		<b>70</b>

Furthermore, data collection techniques and instruments use tests in the form of pretest and posttest questions.

## Results And Discussion

### Average Achievement of Economic Learning Outcomes for Class X Experimental Students at SMAN 22 Kab. Tangerang After Being Taught Using the Inquiry Learning Model Assisted by Power Point Media

The average achievement of student learning outcomes can be determined through the normality test as a prerequisite, obtaining a sig value of  $0.200 > 0.05$ , so the data is normally distributed. Next, you can proceed to the One Sample T Test hypothesis test with the following results:

#### One-Sample Test

	Test Value = 70					
	Q	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Experimental Class Learning Results	8,437	35	,000	10,972	8.33	13.61

Based on the output of the One Sample T Test above, it can be explained that the experimental class learning results have a sig value of  $0.000 < 0.05$ , so H1 is accepted, which means that the average economic learning outcomes of students at SMAN 22 Kab. Tangerang after being taught using the inquiry learning model assisted by power point media is not the same as KKM.

The application of the inquiry learning model assisted by power point media has a positive impact on students. Students become more interested in learning activities. This is because the material to be delivered has been packaged according to needs. Interesting learning material will increase students' curiosity to explore the material after class ends. Teachers can also convey learning material completely, concisely and quickly using material pointers.

This is reinforced by the results of research from Katlea (2017) which states that the inquiry learning model implemented can increase student learning activities in the class as a whole so that students become more active and independent in the learning process. Then research conducted by Asih (2018) stated that there was an influence of the inquiry learning model on student learning outcomes.

**Achievement of Classical Completeness Results of Economics Learning for Class X Experimental Students at SMAN 22 Kab. Tangerang After Being Taught Using the Inquiry Learning Model Assisted by Power Point Media**

Achieving classical completeness can result in students learning economics known through hypothesis testing using One Sample Binomial with the following results:

**Binomial Test**

	Categories	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
Completeness	Group 1 <= 70	3	.08	.50	.000a
	Group 2 > 70	33	.92		
	Total	36	1.00		

a. Based on Z Approximation.

Based on the output of the One Sample Binomial Test above, it can be explained that the sig 2 value for student learning completeness is  $0.000 < 0.05$ , so H1 is accepted, which means classical completeness in the economics learning outcomes of class X experimental students at SMAN 22 Kab. Tangerang after using the inquiry model assisted by power point media exceeded 75%.

In order for the learning process to be successful, one of the teachers must use learning media that makes students interested in learning and can improve student learning outcomes, namely by using power point media. Where power point media can help teachers to teach more easily and students to accept learning more easily so that it can arouse students' interest in learning. By using Power Point media, students will not feel bored listening to the presentation of the material because the material is presented interestingly on the Power Point display.

This is in line with the statement of Sukardi, et al (2020) Education is something that is done, done, practiced according to the context that surrounds it so that the success of the inquiry method assisted by power point media can improve students' critical thinking skills. The use of the guided inquiry model assisted by PowerPoint media has an influence because the entire learning is guided by the teacher so that learning becomes focused (Nengsi & Afriani, 2019). Abdillah (2018) further stated in his research that the application of the NHT model assisted by PowerPoint can improve the quality of learning.

## Significant Difference Between Average Economic Learning Outcomes of Class X Experimental and Class X Control Students at SMAN 22 Kab. Tangerang

A significant difference between the average economic learning outcomes of experimental class and control class students was obtained through the Independent Sample T Test hypothesis test with the condition that the sample data is normally distributed and has the same or homogeneous variance. Based on the results of the prerequisite tests (normality test and homogeneity test) it has been shown that sig value is  $0.200 > 0.05$ , then the data is normally distributed and the output homogeneity is  $0.878 > 0.05$ , then the data have the same variance or homogeneous. So that it can Hypothesis testing was carried out using the Independent Sample T Test with the following results:

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student learning outcomes	Equal variances assumed	.024	,878	9,902	68	,000	18,090	1,827	14,444	21,735
	Equal variances not assumed			9,915	67,988	,000	18,090	1,825	14,449	21,731

Based on the output of the Independent Sample T Test above, it can be explained that the 2 tailed sig value on student learning outcomes is  $0.000 < 0.05$ , so H1 is accepted, which means there is a significant difference between the average learning outcomes of experimental class and control class students at SMAN 22 Kab. . Tangerang.

The above situation is because the learning model is one of the success factors in learning, as is the case in learning using the inquiry model assisted by power point media. In the learning process the teacher provides material to the students and the teacher divides the students into several groups consisting of 4-5 students. After that, each group discussed and solved problems, students were braver in asking questions and expressing opinions which were carried out in discussion activities contained in the inquiry learning model. This is different from conventional learning or lecture models, where the learning process is

dominated by the teacher. Students only listen and take notes on the material. This situation provides less experience for students so that students quickly feel bored due to students' low interest in learning.

In learning, variation in teaching is very important. According to M. Saputra in (Emosda & Anggraini, 2018) teaching style is defined as a series of interactions carried out between teachers and students in the teaching and learning process so that the material presented by the teacher can be well absorbed by the students. This agrees with (Pujiasih, 2020) who said that variations in learning styles are teachers' activities in teaching and learning, aimed at avoiding boredom when attending class, creating conducive teaching and learning conditions, encouraging enthusiasm and full student participation.

## **Conclusion**

Based on the results and discussion of the research, it can be concluded that the average economic learning outcomes of students after being taught using the inquiry learning model assisted by power point media has increased. Then the classical completeness of students' economic learning outcomes exceeds the KKM. Furthermore, there are significant differences between the experimental class and the control class at SMAN 22 Kab. Tangerang.

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