

COMPARATIVE STUDY THE EFFECT OF INQUIRY AND CONVENTIONAL LEARNING METHODS ON LEARNING OUTCOMES OF CLASS VII STUDENTS' INDONESIAN SPEAKING SKILLS

Dwi Wahyuni¹, Rudi Sumiharsono², Kustiyowati³

¹SMP Prajamukti Kosgoro Banyuwangi, Indonesia

^{2,3}Universitas PGRI Argopuro Jember, Indonesia

diyahna140@gmail.com, rudysumiharsono@gmail.com Kustiyowati@ikipjember.ac.id²

Article History: Received: Juni, 21, 2022; Accepted: Juni, 22, 2022; Published: June, 30 2022

ABSTRACT

This study aims to determine the effect of the inquiry learning method and conventional learning methods on student learning outcomes. This learning method refers to general statements, special statements, and making conclusions. The subjects of this study were 60 students who were divided into 2 (two) class VII students of SMP Prajamukti Kosgoro Purwoharjo using the population research method. This research was conducted at the researcher's workplace so that it used a purposive sampling method. The data collection technique was done by giving questionnaires and tests.

Analysis of the data used to test the hypothesis using multiple linear regression on hypotheses 1 and 2, while for hypothesis 3 using the t-test. The results of the hypothesis test state that there is an effect of the use of the inquiry and conventional learning methods on the learning outcomes of the VII grade students, where the learning outcomes of students taught using the inquiry learning method have better test results than students taught using conventional learning methods.

It is recommended for educators who use the inquiry learning method to really prepare technical matters, before carrying out learning, students are given explanations, prior training or mentoring, guidance for group work activities.

Keywords: Inquiry Method, Conventional Method, Learning Outcomes



Copyright © 2021 The Author(s)

This is an open access article under the [CC BY-SA](#) license.

PENDAHULUAN

Education for human life in the global era as it is today is a very decisive necessity for one's future in life, which demands to have more knowledge and skills and requires one to master and understand various scientific disciplines in order to keep up with increasingly sophisticated times. The thinking skills needed in the era of globalization are related to thinking processes that involve concrete (factual) thinking to high-level abstract thinking known as metacognition (Zainudin. 2014).).

One of the most important education is language education. Language plays an important role and is a common thing in human life and life. This custom makes people rarely pay attention to language and

think of it as an ordinary thing like walking and breathing, even though language has extraordinary and profound effects.

including the features possessed by humans that distinguish them from other creatures. Language is a communication tool between human beings that is used to describe the thoughts, feelings, and intentions of his heart. With this language ability, humans are called *hayawanun nathiq* (talking animals), this predicate at the same time denies similar abilities in animals and also shows that human society is always bound by the language they use because every society is formed, lives, and grows with language (Endang, 2004). :8). This is in line with what Aminudin stated that in human life, language not only functions as a communication tool, but also accompanies human thought processes in an effort to understand the outside world, both objectively and imaginatively. Therefore, in addition to having a communicative function, language also has a cognitive function and an emotive function (Aminuddin, 2003:136).

Djamarah (1996), conventional learning method is a traditional learning method or also called the lecture method, because this method has long been used as an oral communication tool between teachers and students in the learning and learning process. In history learning the conventional method is characterized by lectures accompanied by explanations, as well as the division of tasks and exercises. Freire (1999), gives the term for such teaching as a "bank-style" educational organization. Education is only seen as an activity of providing information that must be "swallowed" by students, which must be remembered and memorized.

According to Ujang Sukandi (2003), defines that the conventional approach is characterized by the teacher teaching more about concepts rather than competence, the goal is that students know something but are not able to do something, and during the learning process students listen more. Here it can be seen that the conventional approach in question is a learning process that is dominated by the teacher as a "transfer of knowledge", while students are more passive as "recipients" of knowledge.

Selain metode pembelajaran, factor internal siswa juga perlu mendapatkan perhatian karena menurut beberapa hasil penelitian dapat berpengaruh pada peningkatan hasil belajar. Pembelajaran Bahasa Indonesia bertujuan agar siswa memiliki berbagai kemampuan sebagai berikut: 1). Berkomunikasi secara efektif dan efisien sesuai etika yang berlaku, baik secara lisan maupun tulis. 2). Menghargai dan bangga menggunakan Bahasa Indonesia sebagai bahasa persatuan dan bahasa negara. 3). Memahami bahasa Indonesia dan menggunakannya dengan tepat dan kreatif untuk berbagai tujuan. 4). Menggunakan bahasa Indonesia untuk meningkatkan kemampuan intelektual, serta kematangan emosional dan sosial. 5). Menikmati dan memanfaatkan karya sastra untuk memperluas wawasan, memperhalus budi pekerti, serta meningkatkan pengetahuan dan kemampuan berbahasa. 6). Menghargai dan membanggakan sastra Indonesia sebagai khazanah budaya dan intelektual manusia Indonesia (Standart Kompetensi Mata Pelajaran Bahasa Indonesia Kurikulum 2004).

METODE

Research design

In order to answer the formulation of the research problem, the researcher chose a research approach. The research approach contains an explanation of the research techniques carried out and the background of the use of research methods. Based on this research pattern, which is comparing the control and experimental classes or the difference between the X1 variable (inquiry method) and the X2

variable (conventional method) against Y (speaking skill learning outcomes), it is a comparative quantitative research.

This research was conducted by comparing one or more experimental variables given certain treatments. The research was conducted by separating the variables, between experimental variables and non-experimental variables. The research was conducted naturally, the researchers collected data using measuring instruments. The results are measured statistically to look for differences between the variables studied.

In determining the research area, the writer uses a purposive sampling area method, which is a technique used by researchers if the researcher has certain considerations in taking the sample

Penentuan tersebut berdasarkan pertimbangan sebagai berikut: 1) lokasi penelitian adalah tempat kerja peneliti, 2) adanya kesediaan dari lembaga lokasi, 3) memungkinkannya diadakannya penelitian oleh peneliti (Arikunto, 2006: 131).

Research Respondent Determination Method.

In connection with the research that the author did, the respondents were seventh grade students of Prajamukti Kosgoro Junior High School, Purwoharjo District, Banyuwangi Regency, a total of 60 children using the Population Research Method. Where 30 students of class VIIA as the experimental class and 30 students of class VIIB as the control class. Thus, the total number of seventh grade students of Prajamukti Kosgoro Junior High School Purwoharjo Banyuwangi are research respondents.

Method of collecting data

1. Questionnaire method or questionnaire, is a list of questions that are given to other people with the intention that the given person responds according to the user's request. The person who is expected to give this response is called the respondent.
2. Observation method, because it is the most effective way to collect and obtain data by taking directly the object, event, motion or process that is happening.
3. Interview method, because it is a direct way to deal with respondents by interviewing, direct questioning with research respondents.
4. Documentary Method, this method is used to collect supporting documents needed in research.

Instrument Test

The test instrument that will be given to students must be ensured that it meets the feasibility and functions effectively, so before using the test instrument it will be tested first. A good test instrument must meet two important prerequisites, namely valid and reliable. The research instrument must be of quality that has been standardized according to the criteria of validity and reliability testing techniques. Obtaining valid data in research is often difficult, therefore data that has been collected before its validity is known can be tested through reliability and objectivity testing.

a. Instrument Validity Test

b. Instrument Reliability Test

RESEARCH RESULTS OF DATA ANALYSIS AND TESTING OF HYPOTHESES

This research was conducted at Prajamukti Kosgoro Junior High School, Purwoharjo District, Banyuwangi Regency which is located at Jl Raya Sumberasri Grajagan, Purwoharjo, Banyuwangi. This research was conducted on 19 September – 26 September 2020 at Prajamukti Kosgoro Junior High School, Purwoharjo. This school was chosen as the research location because it met the criteria for conducting research.

This research was conducted in two classes that have the same level, namely class VIIa, which has 30 students as an experimental class using the inquiry learning method, and class VIIb, which has 30 students,

using conventional learning methods.

From the results of multiple linear regression and t-test learning outcomes, conclusions can be drawn from the following hypotheses:

Hypothesis (Ho) 1: There is no Effect of Inquiry Learning Method on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The first hypothesis test in this study was conducted to prove that there was a significant difference between students who were taught by the inquiry method on the students' learning outcomes of Indonesian speaking skills. For this purpose, the hypothesis sentence needs to be operationalized into hypothesis no (Ho) and alternative hypothesis (Ha) as follows:

Ho: There is no Influence of Inquiry Learning Method on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

Ha: There is an Influence of Inquiry Learning Method on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The decision-making criteria for hypothesis testing are as follows:

☑ Ho is rejected and Ha is accepted if the t-count has a significance less than 0.05 (sig. <0.05)

☑ Ho is accepted and Ha is rejected if the t-count has a significance of more than 0.05 (sig. > 0.05)

From table 4.9 above, it is known that the t-count value of the inquiry learning method is 0.596 with a significance of 0.000 less than 0.05 (sig. <0.05), then the decision-making criteria are Ho is rejected and Ha is accepted. So it can be concluded that there is an effect of the Inquiry Learning Method on the Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

Hypothesis (Ho) 2: There is no Influence of Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The second hypothesis test in this study was conducted to prove that there was a significant difference between students who were taught using conventional methods on the learning outcomes of students' Indonesian speaking skills. For this purpose, the hypothesis sentence needs to be operationalized into hypothesis no (Ho) and alternative hypothesis (Ha) as follows:

Ho: There is no Effect of Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

Ha: There is an Influence of Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The decision-making criteria for hypothesis testing are as follows:

☑ Ho is rejected and Ha is accepted if the t-count has a significance less than 0.05 (sig. <0.05)

☑ Ho is accepted and Ha is rejected if the t-count has a significance of more than 0.05 (sig. > 0.05)

From table 4.9 above, it is known that the t-count value of conventional learning methods is 0.177 with a significance of 0.000 less than 0.05 (sig. <0.05), then the decision-making criteria are Ho is rejected and Ha is accepted. So it can be concluded that there is an influence of conventional learning methods on the learning outcomes of Indonesian speaking skills for Class VII students.

Hypothesis (Ho) 3: There is no difference in the effect of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The third hypothesis test in this study was conducted to prove that there was a significant difference between students who were taught using the inquiry method and conventional methods on the students' learning outcomes of Indonesian speaking skills. For this purpose, the hypothesis

sentence needs to be operationalized into hypothesis no (Ho) and alternative hypothesis (Ha) as follows:

Ho: There is no Influence of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

Ha: There is an Influence of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

The decision-making criteria for hypothesis testing are as follows:

☐ Ho is rejected and Ha is accepted if the t-count has a significance less than 0.05 (sig. <0.05)

☐ Ho is accepted and Ha is rejected if the t-count has a significance of more than 0.05 (sig. > 0.05)

From table 4.10 above, it is known that the t-count value on the results of the t-test learning outcomes is 8,546 with a significance of 0.000 less than 0.05 (sig. <0.05), then the decision making criteria are Ho is rejected and Ha is accepted. So it can be concluded that there is an Influence of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students.

Pembahasan

1. Pengaruh Metode Pembelajaran *Inquiry* terhadap Hasil Belajar Keterampilan Berbicara Bahasa Indonesia Siswa Kelas VII

The results of the study prove that using the inquiry method during learning activities can affect student learning outcomes, especially in speaking skills. The results of this study are also in line with previous studies that have been reported by previous researchers. Research by Novtia Ikhsanti Akhmad Arif Musadad, Musa Pelu with the Influence of Inquiry Learning Methods and Student Motivation on History Learning Achievements in Class XII Students at SMA N 6 Surakarta.

Based on the results of the data analysis and discussion above, it can be concluded that: (1) There is a significant difference between the use of the Inquiry learning method and the varied lectures on the learning achievement of the History subject of class XII students of SMA Negeri 6 Surakarta with an F count = 16,132 > 4.00. From the results of the multiple comparison test, it can be seen that there is a significant difference in the average learning achievement of History subjects, this is as a result of the use of different learning methods. By looking at the average, it can be concluded that the learning achievement of the History subject in the group of students using the Inquiry learning method tends to be higher than the learning achievement of the History subject in the group of students using the lecture learning method. (2) There is a significant difference in the effect between students who have high and low learning motivation on learning achievement in the subject of History class XII students of SMA Negeri 6 Surakarta with an F count 6.512 > 4.00. From the results of the multiple comparison test, it can be seen that there is a significant difference in the average learning achievement of History subjects between students who have high and low motivation, so it can be concluded that the learning achievement of History subjects in the group of students who have a high level of learning motivation tends to be higher than learning achievement. History subjects group of students who have a low level of learning motivation. (3) There is a significant interaction effect between the use of learning methods and students' learning motivation on learning achievement in History subjects at SMA Negeri 6 Surakarta with F count = 4.408 > 4.00.

Research by Nurhani, Yusuf Kendek Paluin, and Dewi Tureni, Application of the Inquiry Method in Improving Student Learning Outcomes in Science Subjects in Class IV SDN 3 Siwalempu. This can be seen from the ability of students to answer questions where in each cycle there is a significant increase, namely in the initial test the level of student understanding only reaches 0.58 with Very Poor qualifications (SK), in the first cycle of action the level of student understanding reaches 4, 93 with a qualification of Less (K)

while in the second cycle of action the level of student understanding reached 8.93 with a qualification of Good (B). Furthermore, in the implementation of the final test, the level of student achievement reached 9.5 with a Very Good (SB) qualification

The Effect of Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students

The results of the study prove that using the inquiry method during learning activities can affect student learning outcomes, especially in speaking skills. The results of this study are also in line with previous studies that have been reported by previous researchers. Research conducted by Mochammad Yayan Diyana, entitled *The Effect of Lecture Method on Learning Achievement of Islamic Religious Education in Class VIII SMP Islam Al-Asmaniyah Kelapa Dua Tangerang Regency*. From the research that the author carried out, the aim was to determine the effect of the lecture method (x) as an independent variable and student achievement (y) as the dependent variable of class VIII students of SMP Islam Al-Asmaniyah Kelapa Dua Tangerang Regency.

The method used in this research is to use the analytical method. The population in this study were students of class VIII SMP Islam Al-Asmaniyah Kelapa Dua Tangerang Regency, with a total of 42 people, and for the number of samples in this study the entire population was taken with a total of 42 respondents. Data on independent variables and dependent variables were collected through the results of questionnaires and student report cards. The hypothesis testing technique is carried out using the t distribution with a significance level of 5%, and the results of the research show that there is an influence between the lecture method and student achievement with a correlation coefficient $(r) = 0.140 = 0.2$ significant or no, it is necessary to test (to) t count. To find out the value of to is significant or not, it is necessary to look at the price of ttable with dk (degrees of freedom) is $N-2 = 42-2 = 40$. It is known that the price of ttable with an error rate of 5% (95% confidence level), $N=40$ is 1,684.

So it can be seen that the value of to is smaller than t table $0.89 > 1.684$ thus the lecture method has no significant effect on student achievement, then H_0 is accepted and H_a is rejected. And the termination coefficient is $D = (0.2)^2 \cdot 100\% = 4\%$, so the influence of the lecture method on student achievement is 4% and the remaining 86% is determined by other factors. So the lecture method has not fully influenced student achievement.

Another study by Raden Rizky Amaliah, Abdul Fadhil, Sari Narulita, State University of Jakarta entitled "Application of Lecture and Discussion Methods in Improving PAI Learning Outcomes at SMA Negeri 44 Jakarta". This study aims to explain the application of the lecture and discussion method in improving PAI learning outcomes at SMA Negeri 44 Jakarta. The method used is qualitative, with data collection techniques through observation and questionnaires.

Based on the research that has been done, the researcher draws the conclusion that: the lecture method applied in the PAI learning process by the teacher is the lecture method interspersed with the question and answer method. The discussion method used in this learning process is the small group discussion method. Student learning outcomes in classes that apply the lecture method, in terms of cognitive have increased, in terms of affective students can receive learning well, and in terms of psychomotor students can be involved quite actively psychometrically. The learning outcomes of students in the class that applied the discussion method, from a cognitive perspective, decreased at the third meeting, from an affective point of view, students could receive learning quite well, from a psychomotor perspective, students could be actively involved psychomotorically.

Based on these results the researchers drew the following conclusions: the lecture method applied in the learning process by the teacher was the lecture method which was balanced with the question and

answer method. The discussion method used in this learning process is a small group discussion method where each group is given a learning material as a problem that they must solve, in this case, it is explained again to other students.

Based on the results of the post-test, it can be seen that the learning outcomes based on the cognitive domain of students, namely, class X-1 got the class average score with increased gain, at the first meeting 82.4, the second meeting, 82.9, the third meeting 8.5. Meanwhile, although there was a significant increase at the second meeting, at the third meeting the X-4 class experienced a decline again with the class average value as follows, the first meeting was 75.4, the second meeting was 85.13, the third meeting was 8.3. The results of the researchers' observations based on the affective domain were as follows, Receiving, there was an increase and decrease in the receiving aspect of students in class using the discussion method. For classes that use the lecture method, there is a significant increase in the receiving aspect, especially at the third meeting. Responding (responding), researchers see that students' responses to the material are influenced by the interaction of the presenters of the material itself. However, the two classes have something in common, namely they both have quite good responding aspects and it is the active students who tend to dominate the question and answer session. Valuing (assessment), both classes that use the discussion method and classes that use the lecture method both have a good assessment attitude. Organization (organizing), what is meant by organization here is that students are expected to be able to see several relevant values to be compiled into a single value system.

Students are expected to find some basic assumptions and then place these assumptions based on their preferred value. In this study, students from the two classes studied were able to organize the value system (good or bad) or the knowledge they got. Analysis based on the psychomotor domain is as follows, Readiness, when viewed from the aspect of student readiness from class lectures and class discussions already has readiness although there are still a few shortcomings from each class. This readiness can be seen from the activeness of students in the class from answering questions, adjusting to class situations, preparing learning tools and reporting their attendance.

To imitate, the ability to imitate in students can be seen from the attitude of students in class, both imitating in a positive context and in a negative context. For example, if there is a pair of students chatting, other students will follow. Imitating teachers in making learning media. Familiarize, in the classroom the teacher makes good habits such as conducting questions and answers with good manners, wearing the hijab for students who will take part in the PAI learning process, reading verses of the Qur'an or hadith together. Students from both classes can do this well. Adaptation, the adaptation process carried out by students in the classroom is not only fixated in terms of interaction between students, but also the interaction between students and PAI learning materials..

2. Differences in the Effect of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students

The results of the study prove that there is an effect of using the inquiry method on the learning outcomes of students' Indonesian speaking skills. The experimental class taught using the inquiry method was better than the student learning outcomes in the control class using the conventional method. It can be concluded from the comparison of the minimum, maximum, and mean values.

The results of this study are also in line with previous studies that have been reported by previous researchers. Research by Aryanti Indah Jaya, A. Mushawwir Taiyeb, Hartono, with the title Comparison of the Application of Guided Discovery-Inquiry Methods with Varied Lecture Methods on the Learning Outcomes of Class X High School Students. Based on the results of research conducted at SMA Negeri 2 Palopo class X, data analysis, and discussion, it can be concluded that: The learning outcomes of biology

X SMA Negeri 2 Palopo with the application of the guided discovery inquiry method have an average of 82.58.

The results of learning biology class X SMA Negeri 2 Palopo with the application of various lecture methods have an average of 76.87. There are differences in learning outcomes of biology between students who are taught by the guided discovery-inquiry method and students who are taught by the various lecture methods in class X SMA Negeri 2 Palopo.

Another study by Lulu Nafisah, Mechatronic Engineering Education Study Program, Faculty of Engineering, UNY, with the research title Effectiveness of Inquiry Learning Methods Compared to Lecture Learning Methods for Improving Pneumatic Basic Competencies in Class XI of the Mechanical Engineering Expertise Program at SMKN 3 Yogyakarta. This research is an experimental study which is divided into 2 classes, namely the experimental class (class XI TP 1) and the control class (class XI TP 2). This research activity was carried out on May 2-28, 2014 at SMK Negeri 3 Yogyakarta. The learning used in the experimental class used the inquiry learning method, while the control class used conventional learning. Based on the analysis that has been carried out on student learning outcomes, both pretest and posttest scores in both study groups.

The mean pretest value of the two classes is almost the same, the average in the experimental class is 55.56 in the high category and the average in the control class is 55.55, including the high category. Meanwhile, the posttest mean of the experimental group was higher than the control class with the experimental class average of 86.47 including the very high category, the posttest mean of the control class students 71.91 including the high category. the experimental class gain scores are higher than the control class gain scores. The average gain score for the experimental class is 0.70 including the high category and the control gain mean score is 0.40 including the medium category.

The inquiry learning method is more effective than the lecture learning method in improving basic pneumatic competence, with $t_{count} 6,947 > t_{table} 2,034$ at a significance level of 5% one-way.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The conclusion of the research on the Influence of Inquiry and Conventional Learning Methods on Learning Outcomes of Indonesian Speaking Skills for Class VII Students of Prajamukti Kosgoro Purwoharjo Odd Semester for the 2020/2021 Academic Year, namely, There is a significant difference between students taught by the inquiry method and conventional on the learning outcomes of Indonesian speaking skills with a t-count value of the inquiry method of 0.596 with a significance of 0.000 less than 0.05 (sig. <0.05)

There is a significant difference between students who are taught by inquiry and conventional methods on the learning outcomes of Indonesian speaking skills with the t-count value of the conventional method of 0.177 with a significance of 0.000 less than 0.05 (sig. <0.05).

There is a significant difference between students who are taught by inquiry and conventional methods on learning outcomes of Indonesian speaking skills with a t-count value on the results of the t-test learning outcomes of 8,546 with a significance of 0.000 less than 0.05 (sig.<0, 05).

Suggestion

1. Based on the results of the discussion and conclusions obtained from this study, the authors propose the following suggestions:

2. As input for teachers to consider using the inquiry method in teaching and learning activities in the classroom.
3. For further researchers to do variations in comparing the guided inquiry method or the varied lecture method with other learning models.

DAFTAR PUSTAKA

- Abbas and Zainudin. 2014. Integrated Learning Model Cultural-Art and Character Education. International Journal for Innovation Education and Research www.ijer.net Vol.2-08, diakses tgl 2 September 2020 jam 11.06
- Amaliah, Raden Rizky., Abdul Fadhil, Sari Narulita. 2014. Penerapan Metode Ceramah dan Diskusi Dalam Meningkatkan Hasil Belajar PAI di SMA Negeri 44. Jakarta
- Aminuddin. 2003 Semantik: Pengantar Studi Tentang Makna. Bandung: Sinar Baru Algesindo, hal.136.
- Anjarwati, Julia. 2019. Fungsi Bahasa. <https://bahasa.foresteract.com/bahasa-indonesia/>
- Arikunto S. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: PT Rineka Cipta
- Cangara, Hafied. 1998. Pengantar Ilmu komunikasi. Jakarta: Raja Grafindo Persada.
- Diyana, Mochammad Yayan. 2008. Pengaruh Metode Ceramah Terhadap Prestasi Belajar Pendidikan Agama Islam Di Kelas VIII SMP Islam Al-Asmaniyah Kelapa Dua. Tangerang
- Djamarah, Syaiful Bahri. 2000. Guru dan Anak Didik dalam Interaksi Edukatif. Jakarta: Rineka Cipta.
- Endang, Saifuddin, Anshari, Wawasan Islam; Pokok-Pokok Pikiran Tentang Paradigma dan Sistem Islam, (Jakarta: Gema Insani Press, 2004), hlm. 8.
- Ikhsanti, Novtia, Akhmad Arif Musadad, dan Musa Pelu. 2015. Pengaruh Metode Inquiry dan Motivasi Siswa terhadap Prestasi Belajar Sejarah Pada Siswa Kelas X IIS. Surakarta
- Inge, Hutagalung. 2007. Pengembangan Kepribadian (Tinjauan Praktis Menuju Pribadi Positif), Jakarta: Macanan Jaya Cemerlang.
- Ivancevich, John M. 2006. Perilaku dan Manajemen Organisasi. Jakarta: PT Gelora Aksara.
- Jaya, Arianti Indah, A. Mushawwir Taiyeb, dan Hartono. 2013. Perbandingan Penerapan Metode Discovery-Inquiry Terbimbing dengan Metode Cerama Bervariasi terhadap Hasil Belajar Siswa SMA Kelas X. Palopo.
- Joyce, Bruce & Marsha Weil. 1992. Models of Teaching. USA: Allyn and Bacon
- Martinis, Yamin dan Bansu, I Ansari. 2012. Taktik Mengembangkan Kemampuan Individual Siswa. Jakarta: Gaung Persada Press, hlm. 59.
- Muhibbin, Syah. 2000. Psikologi Pendidikan Dengan Pendekatan Baru. Bandung: Remaja Rosdakarya.
- Mulyasa, E. 2003. Kurikulum Berbasis Kompetensi. Bandung: Remaja Rosda Karya
- Nafisah, Lulu. 2014. Efektifitas Metode Pembelajaran Inkiuri dibandingkan Metode Pembelajaran Ceramah Untuk Peningkatan Kompetensi Dasar Pneumatik pada Kelas XI Program Keahlian Permesinan. Yogyakarta

- Noviyanti, Mery. 2011. Pengaruh Motivasi dan Keterampilan Berkomunikasi Terhadap Prestasi Belajar Mahasiswa pada Tutorial Online Berbasis Pendekatan Kontekstual pada Mata Kuliah Statistika Pendidikan. Tangerang selatan: Jurnal Pendidikan Statistika, FKIP-UT.Vol.12 No.2, hlm. 81.
- Nurhani, Yusuf Kendek Paluin, dan Dewi Tureni. 2016. Penerapan Metode Inquiry dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPA di Kelas IV SD. Siwalempu
- Sanjaya, Wina. 2009. Strategi Pembelajaran Berorientasi Standart Proses Pendidikan. Jakarta: Kencana.
- Sukandi, Ujang. 2003. Pembelajaran konvensional. <http://sunartombs.wordpress.com/2009/03/02/pembelajaran-konvensional-banyak-dikritik-namun-paling-disukai/>. Diakses Kamis, 20 Januari 2011.
- Sulistyorini, Sri. 2007. Pembelajaran IPA Sekolah Dasar. Semarang: Tiara Wacana
- Sunarto. 2009. Faktor-faktor yang Mempengaruhi Hasil Belajar. <http://dedi26.blogspot.com/2013/01/faktor-faktor-yang-mempengaruhi-hasil.html>. (diakses 3 April 2019).
- Suryosubroto. 2009. Proses Belajar Mengajar di Sekolah. Jakarta: Rhineka Cipta.
- Trianto. 2009. Mendesain Model Pembelajaran Inovatif Prokresif. Jakarta: Kencana Prenada Media group