



THE EFFECT OF INQUIRY LEARNING STRATEGIES ON STUDENTS' MOTIVATION AND LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

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Abstract : The purpose of this study was to determine the effect of study strategies on motivation for learning strategies and the impact of research strategies on elementary school students' learning outcomes. Inquiry Learning is an approach that encourages students to actively learn on their own, ask questions, discover concepts independently, and produce higher participation in the learning process. This study is a literature study that intends to examine inquiry learning strategies to measure how inquiry-based learning affects students' learning motivation and academic achievement at the elementary school level. Through a review of various accredited national journals and scientific articles, it was found that inquiry learning can consistently develop students' active participation, curiosity, and involvement in the learning process. This strategy emphasizes the active involvement of students in finding information from observation, exploration, and discussion, thereby increasing their intrinsic motivation. Previous studies have concluded that this approach is not only effective in encouraging academic achievement, but also strengthening students' critical thinking skills and problem-solving capacity. Therefore, the inquiry learning strategy is recommended as an innovative approach in contextual learning in elementary schools.

Keywords: Inquiry Strategy, Motivation, Learning Outcomes, School

INTRODUCTION

Educators act as leaders who have important responsibilities, especially in inspiring students to be able to work in accordance with educational goals that support the existence of science at the national level. The main task of a teacher is to encourage individuals to act, including motivating students and encouraging students to study harder. in order to achieve optimal learning outcomes in order to achieve educational goals.

Inspiration is an element that drives the growth of an activity, directs the course of the activity towards achieving the target, and determines the right time to carry it out. Meanwhile, motivation is closely related to needs, indicating that individuals are driven to fulfill what they need.

Motivation is a process in which a person's needs drive him to complete a series of tasks aimed at achieving certain goals, which if achieved effectively will be able to meet or overcome deficiencies. Learning motivation plays an important role in every learning activity because it contributes greatly to increasing students' level of mastery in certain subjects.

Students have a desire to understand and master the subject matter in the long term. With high learning motivation, they will be more focused and serious in learning. Learning inspiration is defined as the main driving force that drives students to learn actively and in a directed manner, so that the learning process goes well. Motivation is a form of self-potential regulation. A person who is directed to achieve a goal. In this context, learning motivation can be understood as a form of encouragement or mental readiness of a person to undergo the learning process with the aim of achieving optimal achievement. (Saparas Hasibuan et al., 2022).

Learning outcomes are a representation of the overall achievement of students, which reflects the competence and level of behavioral change achieved after the learning process. Motivation can be interpreted as an internal force that drives students to engage in learning activities, maintains the continuity of the process, and directs learning actions towards achieving the expected goals. Students who have a high level of motivation tend to show great enthusiasm and energy in carrying out learning activities. (Wahida et al., 2022).

The inquiry learning model is an approach to learning activities that emphasizes direct experience and active participation of students, involving all of their potential to learn in a structured, critical, logical, and analytical way in understanding various concepts and principles. Through these activities, students gain new experiences that are meaningful in their lives, so that learning with the inquiry model is able to support the development of various aspects of student abilities. This approach emphasizes more on providing direction and guidance to students, with activities focused on the process of investigating a problem in order to determine the right investigative steps. (Jundu et al., 2020).

The application of the inquiry learning model has proven effective in encouraging increased student learning motivation. This effectiveness is reflected in the increase in learning outcomes that occur in each learning cycle implemented. Success in efforts to improve the learning process is not solely measured by the increase in learning outcomes or formative test scores. The level of student learning motivation during the learning process is one of the important benchmarks in assessing this success. (Harni, 2021).

The development of the world of education is currently running so fast. So because of that, a teacher or prospective teacher is faced with a variety of choices of

learning models, which are sometimes difficult to find references for when used for research purposes. However, if the teacher is able to have a deep understanding of the basic concepts or theories that underlie focused learning during the learning process, then the teacher can be creative. create and improve unique learning models and based on the reality in the environment.

This allows the birth of new learning models that are the result of teacher creativity, which will certainly increase the variety of existing learning models. Learning design can be engineered in a flexible manner. Teachers are given flexible space, so they are free to choose and determine. learning strategies that are very good to be implemented in class or in certain subjects. Therefore, it is necessary for teachers to have a good understanding of the various learning strategies available.(Putrawangsa & et al., 2019)

METHODS

This study is a literature review with the aim of investigating the impact of inquiry learning strategies on students' motivation and learning achievement at the elementary school level. The main focus of this study is to evaluate the extent to which the strategy In an effort to improve students' learning outcomes. This study applies a literature study approach as its approach. In its implementation, the author collects, reviews, and analyzes various sources of information such as scientific journals, books, and other publications related to the title of this study. The process begins with identifying the main issues or topics to be studied, then continues with a search for related literature, either in the same direction or providing alternative or complementary views. Through this stage, the author can examine various perspectives, theories, and previous research results in order to compile strong arguments and build a solid theoretical basis for this study.

RESULTS & DISCUSSION

Definition and Characteristics of Inquiry

The term strategy comes from the Latin *strategia*, which means the art of designing and implementing plans to achieve goals. In a general sense, strategy refers to a tool, approach, or systematic approach applied to complete a task or achieve a certain result. In the context of learning, learning strategies can be interpreted as a pattern of activities chosen by educators, which are adjusted to the learning context, such as student characteristics, school environmental conditions, and learning objectives that have been formulated. This strategy reflects the flexibility of teachers in choosing the most appropriate approach to the situation and needs *Learning* at hand.

In a narrow sense, strategy is often equated with the method or technique of delivering material, namely the way of delivering information or lessons to students with the aim of achieving predetermined learning outcomes. However, if understood more broadly, strategy is not only limited to methods, but includes various important aspects of learning, such as planning, approach, use of media, student management, and evaluation of learning outcomes.(Mardiah et al., 2024).

Richard Suchman was the first person to develop an inquiry learning model in 1962 to teach his students to understand the flow of research and explain a problem. He intended for his students to ask why an event could happen, after which he explained to each of his students through structured stages, based on general knowledge and principles, students were involved in activities, collecting and

analyzing data, until finally they were able to find out the answer to what was asked.

National Science Educational Standard explains that inquiry is a form of activity that involves students in the process of observing, formulating and asking questions, searching for information from various relevant sources such as books and other media, designing research, re-evaluating knowledge based on evidence from simple experiments, using tools to collect information, analyzing and interpreting data, compiling answers, explanations, and predictions, and communicating research results.

The core objective of inquiry lessons is to foster students' behavior and abilities so that they are able to solve problems without the help of others. Therefore, students are expected to be able to improve their critical and skeptical thinking about various things and events that occur in this world. The main focus of inquiry learning is to guide students in building the intellectual activities and abilities needed to identify a problem and find its solution independently, driven by their curiosity.

There are four main learning outcomes that students are expected to obtain through the inquiry-based learning process. First, students gain an understanding of the inquiry process itself. Second, critical thinking skills and skills in expressing opinions develop. Third, students show an increase in metacognitive skills. And fourth, the growth of a positive attitude towards the inquiry process and appreciation for the tentative nature of knowledge. (Wahono Widodo et al., 2018)

The inquiry learning model emphasizes exploratory activities in the form of independent search and discovery of information by students. In this model, students play an active role in finding solutions to problems related to learning materials, then an educator acts as a facilitator and director in the learning process. In general, the inquiry approach is a diverse method and aims to direct students to conduct investigations and find relevant information.

The inquiry learning strategy emphasizes the critical thinking process, which is realized through activities to find solutions to difficulties experienced by students. This way of thinking is facilitated through discussion activities and question and answer sessions between students and teachers. In practice, this strategy is often also called a heuristic strategy. The inquiry method makes students the main actors. active in the learning process, not only to receive information, but also as discoverers of the knowledge learned.

Inquiry learning strategies emphasize the activity of searching and discovering knowledge. In this approach, students play an active role in finding solutions to problems related to the subject matter, while the teacher functions as a facilitator and companion in the learning process. In general, inquiry learning is a flexible flow that supports students to search and explore knowledge to overcome the problems they experience.

This strategy requires students to think critically in finding answers to problems, which can be done through discussions or Q&A with teachers. Therefore, the inquiry strategy is also known as a heuristic strategy. In this model, students are not only recipients of information, but are also expected to be able to explore and find learning materials themselves.

The theoretical basis of this inquiry strategy is constructivism, which states that learning will be more meaningful when students understand it themselves, with teachers acting as providers of facilities and supporters in the learning process. There are a number of necessary principles that need to be considered in the

application of inquiry learning strategies. First, the Principle of Intellectual Development, which assesses the success of learning not only from understanding the material, but from the extent to which students are able to find and explore information from the flow of thinking. Second, the Principle of Interaction, where learning is seen as a flow that will result in the exchange of information between teachers and students, with teachers acting as guides who encourage the development of students' thinking power through interaction in the classroom. Third, the Principle of Asking, which emphasizes the role of teachers in stimulating student activity through questions and discussions, thus encouraging them to think more deeply. Fourth, the Principle of Learning to Think, which states that learning is not just memorizing, but is a process to hone the entire potential of the brain's thinking. And fifth, the Principle of Openness, where students are given the freedom to explore various possibilities when learning activities take place, so that understanding is deeper by opening up space to test and prove various alternative solutions. (Dhamayanti, 2022)

The inquiry learning strategy is so caused by the cognitive learning approach applied in schools. In this view, the learning process is understood as a mental and intellectual activity that involves optimizing the entire potential of the individual. Learning is not only limited to memorizing or collecting information, but more about how students interpret the knowledge to hone their thinking skills.

This strategy is based on the constructivism theory advanced by Piaget, which states that students can construct meaningful information from active exploration and independent discovery, such as applying examples and strengthening their understanding as their cognitive development progresses.

The inquiry-centered learning approach helps students to be more courageous in expressing their opinions because they are encouraged to think deeply, use their own ideas, and feel safe to express their opinions. An effective learning process is when students truly understand and master the material being studied, not just memorizing it. If students succeed in their learning process, it means that they have succeeded in mastering the way of learning itself.

In this way, students become smarter in thinking, especially in understanding the important points of a topic. First of all, students will see the problems around them (the real world), then find a way to solve the problem so they can understand the core of the lesson. The teaching and learning process is carried out seriously, and students are expected to be active in every step. This not only affects their minds, but also their physical development. Usually, this way of learning makes students feel more comfortable and their grades get better. In this learning method, students are required to try on their own, such as making questions and looking for materials and answers without relying on others.

such as QS Al-Ankabut: 69

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ

Meaning: Those who strive earnestly to (seek Our approval) We will truly show them Our ways. Indeed, Allah is truly with those who do good.

Inquiry learning has several main characteristics: *First* students are required to actively seek and find themselves. They do not only listen to the teacher's explanation, but also play an active role in finding the core of the subject matter.

Second, all student activities are carried out in order to find answers to their own questions, so that it is expected to increase their confidence in learning. In this method, the teacher is no longer the only source of learning, but rather plays a role as a facilitator and motivator for students.

The third purpose of using the inquiry method in learning is to train students to think more orderly, rationally, and critically. So, their thinking skills are honed as part of the learning process. Students must not only understand the subject matter, but also be able to use their abilities as best as possible.(Asyifa Muhazira et al., 2024).

Student Learning Motivation in Elementary School

Motivation can be interpreted as a flow that develops behavior or moves someone to do an action. This motivation is what makes someone act in a certain way, the term motivation comes from the Latin verb *movere*, which means "something that drives an individual to move" towards a certain activity or task. There are two main types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation drives someone to act because the activity provides a sense of satisfaction or personal pleasure, while extrinsic motivation occurs when someone acts in order to obtain rewards from outside the activity.

Motivation plays an important role in influencing the process of belief formation, especially when students receive new information or face new circumstances for the learning process, even when they are faced with challenges or changes in the learning environment.(Wahyudi et al., 2018)

In learning activities, motivation plays a very important function because it plays a role in determining how much effort students make in learning. Students who have a high level of motivation tend to show more satisfying learning outcomes than students whose motivation is not satisfactory. Meanwhile, motivation has several functions, namely: First, increasing children to carry out an activity or action; Second, providing direction and purpose for individual actions; and Third, encouraging individuals to carry out various forms of actions and activities optimally.(Ginanjari, 2015).

The Relationship between Inquiry Learning and Learning Motivation

Learning is an effort that is done intentionally by individuals to change their attitudes and behavior. In the process of achieving behavioral change, motivation is needed. Motivation is one of the important causes that directs students to be involved in learning activities. In general, motivation can be understood as the power that each person has that drives the desire to do an activity.

Self-learning motivation is defined as the overall strength within the learner that drives the desire to learn, then they can achieve the learning achievements that have been set. Based on this view, it can be explained that learning motivation is a form of energy within the student that directs the enthusiasm to learn.

The motivation possessed by a student plays an important role in increasing his/her desire to learn and achieve certain goals. Motivation itself is an urge that arises within a person, either consciously or unconsciously, to carry out an action in accordance with the goals to be achieved. Based on this understanding, in the context of education, learning motivation can be understood as the spirit that must be possessed by every student. Student motivation can be seen from their desire to learn independently. Interest in a lesson can also be a factor that influences the

emergence of this desire.

From the explanation thus, we can conclude that learning motivation is the drive to move, express, and focus individual potential in the learning process. Motivation plays a crucial role in learning activities because it can be an indicator of the success of the process and the extent to which students are able to absorb the material presented. With motivation, students can utilize all stages in learning, especially the cognitive process, which ultimately allows them to understand and master the knowledge that has been delivered.(Research et al., 2024).

The Influence of Inquiry Learning on Learning Motivation

Learning materials need to be designed and managed with an approach that is able to activate all students' cognitive potential, while paying attention to the differences in the level of learning motivation possessed by each individual. This is important so that the learning objectives, namely achieving optimal learning outcomes, can be realized. To improve learning outcomes, the learning process should be designed with strategies that are able to encourage active student involvement throughout the process.

One of the learning approaches that can help One way for students to digest the material better is through the Question and Answer Inquiry learning strategy. This approach can be applied to various subjects. This strategy involves students in the question and answer process, knowledge seeking and study. In its implementation, students are responsible for providing thoughts or ideas, asking questions for exploration, collecting and organizing relevant data, and making tentative conclusions.

Learning motivation plays an important role in supporting student success, so it is a moral and professional responsibility of a teacher to always maintain and foster students' enthusiasm for learning throughout the learning process. To increase the effectiveness of the learning process, one way that can be taken is through the application of fun and non-monotonous learning strategies, as well as providing awards or appreciation for active students, so that other students are also encouraged to be more involved.

Teachers have four main roles in maintaining and developing students' learning motivation: First, Raising the spirit of learning, which means teachers need to create a dynamic learning atmosphere that is far from boring, in making students happy and interested in learning. Second, Cultivating realistic expectations, where teachers need to understand the potential and difficulties faced by students, in order to help them build expectations that are in accordance with reality and do not discourage enthusiasm. Third, Providing rewards that encourage enthusiasm, such as sincere praise or fair assessments for students who show effort and progress, because this provides positive reinforcement that encourages students to continue to develop. Fourth, Directing students wisely, through empathetic guidance when they make mistakes, by showing them better ways and helping them grow into responsible individuals.

By presenting the inquiry learning method of questions and answers in the learning material, educators not only explain the material, but also encourage students to think critically, ask questions, and find answers together. This is able to answer various challenges that have been faced in the learning process, such as: First, the achievement of student learning outcomes that are not optimal, which reflects the

need to bring learning closer to empowerment. Second, lack of student motivation in learning, which shows the importance of building their curiosity and emotional involvement in the learning process. Third, learning that has not been running effectively due to monotonous teaching strategies, so that students feel less involved and less challenged. Fourth, minimal social interaction in learning, reciprocal relationships between students and also between students and teachers, which has an impact on limited space for collaboration, discussion, and mutual understanding.(Melinda, 2017).

Implementation of Inquiry Learning in Elementary Schools

The purpose of the inquiry learning strategy is to foster students' ability to think systematically, logically, and critically, while increasing intellectual capacity as part of deep mental activity. In implementing this strategy, teachers need to pay attention to a number of basic principles, such as focusing on the development of students' thinking skills, emphasizing a meaningful learning process, and paying attention to overall learning outcomes.

In order to create a learning environment that encourages the implementation of inquiry strategies, there are several general requirements that are mandatory. For example, the creation of healthy social interactions in the classroom and open conditions, which allow students to engage in discussions. In addition, the inquiry approach must be oriented towards hypothesis testing and the use of valid data or facts as evidence in the process of finding answers.

Considering these requirements, teachers have a central role in creating conducive learning conditions. Teachers have a role that will motivate and encourage students to think actively and enthusiastically; as facilitators who help students when facing obstacles; as questioners who stimulate critical thinking and make students aware of mistakes; and as administrators who are responsible for the overall course of learning in the classroom. Furthermore, teachers also serve as directors who guide student activities towards learning goals, managers who regulate learning resources, time, and class dynamics, and as rewarders for achievements or accomplishments achieved by students during the learning process.(Damanik et al., 2020).

The Independent Curriculum currently being promoted by the government provides teachers with the freedom to be more independent in managing the learning process. This management will run optimally if teachers are able to design learning with mature and operational planning. Learning management is not enough to only cover the general preliminary, core, and closing stages. More than that, each stage needs to be designed in the form of a clear and operational learning model, so that its implementation can be easily evaluated and improved in the future.

Learning models cover a wider scope than certain learning strategies, methods, or techniques. Each model has unique characteristics that distinguish it from other models. Some of the main characteristics of learning models include: First, the model is based on a theory that is in accordance with the view of what needs to be learned and how students should learn. Second, a certain teaching attitude is needed so that the model can be applied effectively and support the achievement of learning objectives. Third, a supportive learning environment must also be prepared so that learning outcomes can be achieved optimally.

Based on these characteristics, a learning model must at least include six important components, namely: First, the theory underlying the formation of the

model, Second, the learning steps that are characteristic of the model, Third, the social system involving the roles of teachers and students and applicable norms, Fourth, the reaction principle that provides guidance to teachers in responding to student actions, Fifth, the support system that includes conditions or requirements such as classroom arrangements and instructional systems, Sixth, and the instructional effects and accompanying effects resulting from the application of the learning model.

In the Independent Curriculum, students have the freedom to follow the learning flow independently. In compiling the material, the sequence is arranged based on six main components, namely the theoretical basis underlying the development of the model, the stages of learning, the dynamics of learning groups, teacher strategies in responding to students, and the learning resources available, and the accompanying effects during the learning process. Through this structure, it is hoped that readers can understand the basis for developing a learning model logically and applicatively, and can see the influence of learning not only on learning outcomes, but also so that the development of student potential as a whole.(Fadly, 2022).

CONCLUSION

Inquiry learning strategy is a method that makes students the center of learning activities, where they are actively invited to investigate and find solutions to a problem. In this process, students are guided to improve critical, structured, and logical thinking, so that they can find an understanding of a concept with their own efforts. The learning process becomes more alive because students do not just get information through teachers, but also participate in seeking and building their knowledge independently.

When inquiry strategies are applied, students experience a more meaningful learning experience because they are truly involved in every stage of learning. The series of activities designed provide space for students to grow their curiosity, creativity, and deep thinking skills. With this approach, learning feels more motivating and entertaining, which encourages students to be more enthusiastic and motivated to learn.

Student motivation grows strongly when they are given the trust to make learning more active and independent. The learning atmosphere created through inquiry strategies encourages students to believe in their own abilities and feel responsible for the learning process and results they achieve. This inner drive is an important provision for students to continue to develop and explore their potential optimally.

Not only in terms of motivation, inquiry strategies also have a positive impact on student learning achievement. Because the material is understood through the process of exploration and direct experience, students find it easier to understand and store in their minds what they learn. Learning through experience makes knowledge more inherent and meaningful compared to one-way learning that only relies on teacher explanations.

Overall, learning with an inquiry approach is very useful in encouraging the enthusiasm and achievements of students, especially at the elementary school level. This approach not only equips students with academic knowledge, but also trains them to think critically and solve problems independently. Therefore, the inquiry strategy is worth considering as a learning model that encourages the growth of

student potential holistically and sustainably.

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