

# **INQUIRY BASED LEARNING MANAGEMENT**

**(A SITE STUDY AT SCHOOL OF LIFE LEBAH PUTIH SALATIGA)**

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## **ABSTRACT**

The objective of the study is to describe, to understand, and to define the basic management in Inquiry based learning which is done by School of life *Lebah Putih* Salatiga. Specifically, the objectives of this study are as follows: 1) to describe the characteristic of inquiry based learning management which is applied by School of Life *Lebah Putih* Salatiga, 2) to describe the steps of inquiry based learning which is done by School of Life *Lebah Putih* Salatiga, 3) to find supporting factors and obstacles of inquiry based learning management which are conducted by School of Life *Lebah Putih* Salatiga.

The type of this study is descriptive qualitative, as this study intends to investigate to illustrate or describe the state of the object/subject of study at the present time based on the facts that appear. Source of data is inquiry-based learning management process that took place in the school of life *Lebah Putih* Salatiga. The design used in this study is a site study, using ethnographic research. Source of the data are the Principal, teachers, parents and other relevant document. The writer used observations, in-depth interview and documentation to collect the data.

The data finding showed that inquiry based learning applied in School of Life *Lebah Putih* Salatiga has characteristics as follows: the function of teacher is as facilitator in teaching learning process. The interesting learning applied in School of Life *Lebah Putih* focused on student's curiosity that is reflected by many appeared questions. The steps on inquiry based learning have three kinds of steps, namely: planning, application and evaluation. The obstacles on this model are on the lack of human resources who understand inquiry based learning model, the amount of supporting tools and equipments still need improvement, the passive students sometimes made the teaching-learning process ineffective, and the continuity of the inquiry based learning method at the higher grade.

**Keywords:** learning, learning management, inquiry based learning

## **INTRODUCTION**

Various models of learning are increasingly developed in the world of education in Indonesia. It is caused by the diversity mindset of society that does not agree with the existence of schools using conventional learning model by routine activities which more emphasis on the cognitive ability of students.

The existence of such non-conventional schools in Indonesia today brings fresh wind in the world of education. One of them is inquiry-based learning management.

Realizing the nature of students as the inquirer (inventor), inquiry-based learning applied as a method which can accommodate the abilities of students. This method is realized in the form of learning activities that involve students to find their own knowledge they need with the function of the teacher as a facilitator. Cooperate and to interact in solving problems keeps students challenged to answer every question and carry out projects that are given.

In the learning process, involving students in finding material for the lesson encourage students to understand the teaching materials they got from those challenges provided by the teacher as a facilitator. Considering the students different characteristics, inquiry based learning gives the student's freedom to follow their selves mindset. The important thing, no matter what the student's characteristic is, it will bring them to the same solving point.

Inquiry-based learning has been applied in the School of Life *Lebah Putih* Salatiga since the beginning. This is motivated by the phenomena of less varied learning activities so that most of students learn by pressure. The activity of writing, reading, arithmetic, as well as other activities carried out in the classroom often makes them assume that it will make boring to learn it. Therefore, the play ages that is close to activities become the framework of thought to pack all learning activities such as play. By the situation given, students do not feel that they are learning something because they enjoy all activities presented.

From the explanation above, the implementation of inquiry-based learning can be said as a breakthrough in providing alternative learning according to the stage of the learner's curiosity naturally. Therefore, this study is focused on

the inquiry-based learning management, with the limitation places in the School of Life *Lebah Putih* Salatiga.

Based on the explanation of the background above, this research is focused on how the management of inquiry-based learning in the school of life the *Lebah Putih* Salatiga then described into three sub focuses as follow; 1) What are the characteristics of the management of inquiry-based learning at the School of Life the *Lebah Putih* Salatiga?, 2) What are the stages of inquiry-based learning which is done at the School of Life *Lebah Putih* Salatiga?, 3)What are the supporting factors and obstacles factors faced in the inquiry-based learning management at the School of Life *Lebah Putih* Salatiga?

The purposes of this study are as follow; 1) Describing the inquiry-based learning management at the School of Life *Lebah Putih* Salatiga, 2) Describing the stages of inquiry-based learning at the School of Life *Lebah Putih* Salatiga, 3) Describing the supporting factors and the obstacles in the inquiry-based learning management at the School of Life *Lebah Putih* Salatiga.

According to James A. F Stoner in Atmodiwiro (2000: 5) management is the process of planning, organizing, leadership, and controlling all the resources of the organization to achieve the goals set.

Related to the term of learning, learning management can be defined as a series of learning activities that use strategies, approaches or methods to achieve the goals that had been planned earlier.

The core of the learning management is the learning process where interaction occurs between the learning and teaching of students and teachers. Therefore the term is closely related to the concept of learning and teaching. Learning and teaching happens together where learning can be taken place without teachers or without teaching activities and other formal learning. While the teaching covers all things teachers done in classrooms.

Learning is guiding students to use some basic education or learning theory, where the main determinant of success education will be mastered. Learning is a process of two-way communication, teaching is done by the teacher as an educator while learning done by learners or pupils (Sagala, 2008: 61).

Learning means any activity designed to help someone learn the ability and or value. The learning process at first asked the teachers to know the basic ability possessed by students include the ability of essence, his motivation, his academic background, social-economic background and so on. The readiness of teachers to know the characteristics of students in learning is the main capital of delivery learning materials and the successful implementation of the indicators into learning.

According to Suryosubroto (2002) in the process of learning, the main task of teachers is to create the good environment for student's behavior. In addition teachers are also required to have the ability to manage the process of learning which includes; 1) prepare for teaching, 2) carries out teaching, and 3) carries out the assessment or evaluate.

Inquiry strategy means a series of learning activities which involving all student's ability to find and investigate systematically, critically, analytically, logically, so that they can formulate its own discovery with their self-confidence. (Gulo, 2002: 85). This opinion is supported by the opinion of John Dewey in Stringer et al (2010: 22) which defines an inquiry based-learning as process of searching which comes from the curiosity of human beings from born to find out all sorts of knowledge step by step in accordance with the social environment of their live. Freedom of expressing opinion, acting as doer, and directly involved in learning is a framework of Dewey's thinking for inquiry learning for children of school age.

In General, the Inquiry is the process which is varied and includes observing activities, formulate relevant questions, evaluate books and other information sources critically, planning investigation, reviewing what has been known, carry out the experiments using a tool to obtain data, analyzing and interpreting the data, and create predictions and communicating the results.

Bonnstetter (Anandasatriamawan n.d., accessed September 27, 2011) distinguished the Inquiry into five levels based on the components in the process of Inquiry that includes the topic matter, the source of problems or questions, materials, procedures or design activities, collection and analysis of data and

making conclusions namely traditional hands-on, structured science experiences, guided inquiry, student directed inquiry, and student research.

Callahan, et al. (Anandasatriamawan n.d., accessed 27 September 2011) devised another inquiry classification based on intensity of student involvement. There are three forms of student involvement in the Inquiry, namely: (a) the identification of the problem, (b) the taking of decisions on problem solving techniques, and (c) identification of a tentative solution to the problem.

Questions that should be the focus of inquiry activities must drive students to the determination of the correct way of working and also the assumptions about the conclusions that will be retrieved. The question that became the base of inquiry is very important for students who don't have any experience in studying independently. The role of teachers in guiding students to drive questions on research activities is very important. Therefore, teachers should try to develop inquiry from preparing students to formulate questions.

Relate to the learning management, inquiry learning strategy according to Michael Smith et al (2010) can be categorized by the following steps; a) planning, b) implementation and c) evaluation.

Teresa. L San Martin and Raymond L Calabrese has conducted research relating to the improvement of student learning through appreciative inquiry approach (*Empowering at-risk students through appreciative inquiry*) in Great Plains alternative school (Great Plains Alternative High School) in the West State of the United States in 2009. His research has resulted four conclusions; relevant experience is important for learning, cooperative environment and mutual respect are the core values of learning, learning should be fun, and the concept of the family became important for the learning environment.

Yazdan Mansourian conducted research relating to the development of students' perceptions of Library and Information Science (LIS) against the discipline of learning using inquiry-based approach held in *Tarbiat Mollem* University Taheran Iran in 2008. The result of the study shows that the use of Inquiry Based Learning (IBL) assists students to be able to reach the level of discipline that could prepare them for independent learning in the future.

Susan L Lytle from the University of Pennsylvania conducted research in 2008 in the field of education against the use of inquiry method to the teachers who teach. The results of the study showed that the method of inquiry used by teachers in teaching is not really used as a teaching model research but used only to make the process of teaching run better.

Other study is done by Kate Walsh and Dalmar Fisher in 2005. Research conducted related to introduce the basic concept of inquiry implementation by observing appropriate literature considering the process of the achievements which is reached and identify whether the implementation the process of inquiry can add to the understanding that is needed at the moment. Inquiry is used as a tool to develop the knowledge and as consideration of accomplishments in an organization.

Charles Keating, Thomas Robinson and Barry Clemson doing research using the method of Reflective Inquiry which research is in the field of organizational knowledge to the executive group of workers involving 17 top executives from 5000 workers spread out in healthcare organizations, organizational engineering and on a major research center in America.

## **RESEARCH METHOD**

The type of this study is a qualitative descriptive, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture analyzes words, reports detailed views informants, and conducts the study in a natural setting (Creswell, 1998: 15).

Furthermore, according to Sutarna (2010: 32) qualitative research is directed to understand the social phenomenon from the participant perspective (making theory). This is got from the perspective observation of the participant.

The research design used in this research is the study of the site, which is often used in ethnographic research especially in ethnography of education. Ethnography of education is considered to be capable of digging deeply into information sources of the school broadly and balance. Ethnography of education

requires the participation of the researcher directly (as a student) or through the resource of person associated directly with situations that are studied in a public education, social community, or certain schools and certain schools office (Harsono, 2011: 5).

The data source which is taken is the process of inquiry-based learning management which takes place in the School of Life the *Lebah Putih* Salatiga. This research is qualitative studies, the data source is consisted of various types, it can be a person, event, place or location, objects and documents or records. Beside that the type of data in this section are grouped into: words and action and the source of its data can be in the form of text, photos, and statistics.

The data source in this research can be distinguished into three data sources: 1) the informant which consist of Principals as the key informant, teachers, students and parents 2) documents which consist of the administration of the learning program and other supporting administration 3) places and events in the form of learning activities and teaching, the school environment and the working environment.

To get reliable data need reliable informants who know well the information needed about the research object, which consists of the principal as the main resource person, teachers as facilitators of learning, parents are selected based on objective research (purposive sampling).

Data collection techniques used in this study was interview, observation and recording of the contents of the document. In-depth interviews are flexible, open, and unstructured. The bottom line is the meeting repeatedly directly between researchers and research subjects.

The observation is done directly, focused and selective. This observation is done to observe teaching and learning activities and also the school environment. Documentation is done to identify and analyze the programs at School of Life the *Lebah Putih* Salatiga in the context of learning management. Besides using the method of interview and observation, it also conducted the study documentation. This technique is used to learn the various sources of documentation, especially the document exist the School of Life the *Lebah Putih*

Salatiga and possible documents from the Department of Education and the Cultural of Salatiga.

The data which has been obtained through the techniques of observation, interviews and documentation are the descriptions about opinions, knowledge and experiences, and other aspects to be analyzed and presented so it has meaning. Analysis and interpretation is done by referring to the theory.

To obtain the validity of data, triangulation method is used. Triangulation is the triangulated data (source) and methods. Similar Data are collected from a variety of different sources and different methods.

In addition to use Triangulation methods, to gain credibility, the truth and the objectiveness of data carried out a review of the informant, it means communicating (repeatedly) records or reporting units that have been drawn up to the informant, if any errors it can be added so it will synchronize with the actual circumstances.

## **RESEARCH FINDING**

### **Characteristics of Inquiry-based learning in the School of Life *Lebah Putih* Salatiga**

1. This school has special characteristics in the management of inquiry-based learning; it is the creation of an environment that supports the learning method with a unique building design in the shape of a tree house which is equipped with a means of supporting the need of students to study with fun and comfortable.
2. The Division of classes based on the particular zones, they are *IC* (Intellectual Curiosity), *AD* (Art of Discovery), *CI* (Creative Imagination) and *NA* (Noble Attitude). The Division of this class aims to classify types of subjects that will be discussed in the topic suitable with that the national and local curriculum.
3. The usage of different uniforms for students which is adjusted to the method of inquiry that is to find the answers the appeared questions.

4. The enjoyable and fun presenting material method by giving stimulus in order that the students can ask as many as possible questions then tries to find the answer by them.
5. The Curriculum which is used in School of Life *Lebah Putih* refers to the national curriculum (KTSP) with the addition of local curriculum as complementary.

### **The Steps of Inquiry Based Learning in the School of Life *Lebah Putih* Salatiga**

1. Inquiry-based learning in the School of Life *Lebah Putih* Salatiga has three stages namely, planning, implementation and evaluation.
2. Planning study was carried out with a view of available time allocation. Making a Lesson Plan which is characterized by inquiry supervised by an expert consultant.
3. Implementation of inquiry learning begins with the morning activities. These activities conducted in the morning since it is intended to build an atmosphere of joy and happy to investigate the children interests.
4. The teacher acts as a facilitator in the implementation of inquiry learning process. She plays an active role in the implementation of learning through a series of activities that support the process of understanding the material taught.
5. The children curiosity is stimulated by the process of asking as much as possible, later the facilitator will navigate the children to get the appropriate answers by their selves through a series of supporting activities.
6. The learning outcome evaluations for children are divided into sub theme, the ending theme, and the end of the semester.
7. The evaluation forms are written through worksheets, examined orally through the presentation and performance through a little research.
8. The authentic assessment for the student's cognitive ability is still committed to the achievement of a national standard rating.

9. The specific assessment to know the achievement of inquiry method is done by describing the narrative explanation that contains of student result report relate to the given zones.

### **The Supporting Factors and Obstacles of Inquiry Based Learning in the School of Life *Lebah Putih* Salatiga**

1. The seminar, training and socialization about inquiry-based learning are regularly done for the facilitators and parents about the applicable method.
2. The Foundation gives full supports to fund schools operationally need and limits the assistance from the Government to develop the schools' autonomy.
3. The Human resources (HR) who understand about the inquiry learning model is still limited, so that it becomes a constraint in the recruitment of facilitators (teachers).
4. The supporting equipment for the application of the inquiry method of learning at school is still less so it is being a constraint in the delivery of material in a certain topic.
5. There are still students who tend to be passive so that the learning process model of inquiry could not be implemented totally.
6. There are still parents who considered strange the method of inquiry used, so they feel bother to follow the children development.
7. The admission process which is hardly given by culture and education service for school since it is a new and has a different method.

## **DISCUSSION**

### **Characteristics of Inquiry-based learning in the School of Life *Lebah Putih* Salatiga**

In this research notes that the School of Life *Lebah Putih* of Salatiga is a private elementary school that uses a model of inquiry in the management of learning. As said by Gulo (2002) that means a series of learning activities which involving all student's ability to find and investigate systematically, critically, analytically, logically, so that they can formulate its own discovery with their self-

confidence. This opinion is supported also by the opinion of John Dewey (2010) an inquiry based-learning as process of searching which comes from the curiosity of human beings from born to find out all sorts of knowledge step by step in accordance with the social environment of their live.

Inquiry-based learning is applied in the School of Life the *Lebah Putih* because the founder realized that children were born as the inquirer (searchers know everything you want he knows). The nature of children often lost due to force by learning models or parents who are generally only teacher that instrumentally transferring knowledge to students. According to Harada and Yoshina (2010) in the journal entitled *Moving from Rote to Inquiry: Creating Learning that Counts*, when lecturing method is still used, teachers spend more time to listen and observe whether student act and ask questions that help them gain confidences in finding answers.

To focus the accomplishments of learning, School of Life *Lebah Putih* is divided into four groups (zones) namely, *IC* (Intellectual Curiosity), *AD* (Art of Discovery), *CI* (Creative Imagination) and *NA* (Noble Attitude). Gagne and Briggs which were quoted by Suryosubroto (2002) stated that the instruction or education is a system that aims to help the learning process of students, which contains a series of events designed, arranged in such a way to influence and support the learning process of students which is do internally. The zone-based class design has represented particular subjects that have been set by KTSP 2006.

As any other schools which have uniforms, School of Life *Lebah Putih* also has distinctive uniforms in accordance with inquiry-based learning that is applied. The worn uniforms are in the model of army, sailor, and sport shirts with the specific slogan on the back of them. According to Anandasatriamawan (2011) learning activities include inquiry planning or inquiry investigation, reviewing what has been known, carry out the experiment or experiments using a tool to obtain data, analyzing and interpreting the data, and create predictions and communicate the results. The wearing of uniforms that are fun makes students had the pleasure to perform learning activities. According to Teresa b. San Martin and Raimond I. Calabrese (2010) students learn in a fun way because schools

provide the input that helps them change their mindset about the school. By so doing, the students will continue to do the activities happily.

Things that are closely related to the inquiry-based learning is targeting the students to be inquirer in the School of Life the *Lebah Putih*. It shows by the student basic capability to ask as many as possible to know something they want to master. The asking and answering activities have a purpose to sharpen the student way of thinking. The capability of thinking will have a great influence for the children future. According to Syaiful Sagala (2008) the learning process build an atmosphere of dialogue constantly directed to improve and enhance the ability of students to think, that in turn the ability to think can help students to gain knowledge constructed by their self. Gulo (2002) describes the function asked to (1) develop interest and curiosity, (2) focusing on the subject matter, (3) diagnosing the learning difficulties, (4) increasing levels of active student learning, (5) the ability to understand the information, (6) the ability of expressing opinions, and (7) to measure the results of the study.

### **Steps of Inquiry Learning in the School of Life the *Lebah Putih* Salatiga**

Inquiry-based learning in the School of Life the *Lebah Putih* salatiga has three stages: planning, implementation and evaluation. As stated by Suryosubroto (2002) the management of the process of learning includes; 1) prepare for teaching, 2) carries out teaching, and 3) carries out the assessment or evaluate.

To be able to carry out the inquiry-based learning in the School of Life the *Lebah Putih* as expected, it takes experts to become facilitators and also lesson plan as a guide. As described by Gulo (2002) in inquiry-based learning, one of them is the role of teacher as manager, which manages the learning resource, time and class organization.

Stimulus that will direct students to the material that will be studied in the School of Life manifested in the form of *Lebah Putih* activities carried out in the morning (morning activities). According to Stringer (2011) the teacher did not pass first to students about what they will learn, but teachers help students to explore their knowledge that was useful to know the lesson they will learn. The

facilitator in the school of life *Lebah Putih* redirect students on the lesson they will learn with introductory questions and games. Still according to the Stringer (2011) it takes a teacher as a facilitator to help students in searching the knowledge they already have and they are looking for.

To find out the lessons to be learned by students, the facilitator school of life *Lebah Putih* provide stimulus so that students ask with the system 5W + 1 H (what, when, where, why, who, and how). With the instructions, the student will compete to make the questions as they can. According to Anandasatriamawan (2011) questions that become the focus of the Inquiry should be able to direct the activities of students on the determination of the proper way of working and also assumptions about the conclusions that will be retrieved. The question that became the base of activity of Inquiry is very important for students who are not yet experienced in studying independently.

Teachers in the school of life the *Lebah Putih* should always support students to seek knowledge that they are required. As told by Anandasatriamawan (2011) the role of teachers in training students to compose questions that can drive on research activities is important. Therefore, teachers should try to develop inquiry by training students to formulate questions.

The ability to obtain a lesson is different among each student. School of life the *Lebah Putih* gave evaluation on the certain time, after the lesson, after the summative test, and at the last semester. Still according to the Stringer (2010) students will apply the knowledge they have learned in a new way and meaningful, and judge for themselves what they have learned. Teachers help students to apply their knowledge, to solve the problem, to classify new applications and skills. Students demonstrate knowledge they have learned in the form of a document and also other works.

Assessment conducted by the teachers at school of life *Lebah Putih* having two types, in the form of numbers for an authentic assessment or cognitive and in the format of letters or symbols as like the shape of star and also in a form of a narrative information for the assessment of the affective and psychomotor showing the advantages, disadvantages, and advice for students. According to

Gulo (2010) results and student performance reflects implementation and delivery of instruction.

### **The Supporting Factors and Obstacles of Inquiry Based Learning in the School of Life *Lebah Putih* Salatiga**

To improve the understanding of inquiry-based learning method in the School of Life the *Lebah Putih*, the seminar and training is done routinely. Diana L. Dunton (2008) in the journal entitled *Inquiry and Feedback: using action learning for transformational change* states that activities such as training is conducted to resolve the problems encountered and measures the extent to which the achievement if compared with the objectives to be achieved. Then it will be more easy steps that will be taken next in the achievement of what you want.

The Jarimatika foundation as the main proponents of learning activities in the School of Life *Lebah Putih* is ready to facilitate any activities related to the learning and provide criticism to improve of further learning. The role of the Foundation is equivalent with what was said by Kate Walsh (2005) in the journal entitled *Action inquiry and performance appraisals (tools for organizational learning and development)* that the foundation should be responsive to any needs and disadvantages experienced by the agencies that he led. If there are problems, the foundation can discuss it with the facilitators.

The existence of the equipment as an instrument of education in the School of Life *Lebah Putih* absolutely needed because the method of inquiry learning full of observation and experimentation. Callahan et al (2011) states that class can be made as a laboratory if it is necessary.

Students who tend to be passive in learning process at the School of Life *Lebah Putih* sometimes makes this model of inquiry could not implemented totally. Regarding this Gulo (2002) describes the function asking question to (1) develop interest and curiosity, (2) focusing on the subject matter, (3) diagnosing the learning difficulties, (4) increasing levels of active student learning, (5) the ability to understand the information, (6) the ability of expressing opinions, and (7) to measure the results of the study.

Here are several theories relate to the research results as follows: 1) Inquiry-based learning management is more effective when it is supported with proper infrastructures as an equipment to seek knowledge by students independently, 2) The management learning for the student will be more effective by paying attention to the learning styles and the types of intelligent for each student. 3) Inquiry-based learning management will be more effective when it involves the role of parents as well as supporting the curiosity of a child in the process of seeking knowledge, 4) Inquiry-based learning management requires specific curriculum in line with the goals, vision and mission of the school.

## **CONCLUSION**

Conclusion of the research result are: first, inquiry-based learning management which is done has the characteristic about the role of teacher as a facilitator that helps students by giving stimulus to active, showing a way out if there are obstacles, as questioner and as manager of the class. The students involved to the maximum process of learning activities to develop a self confidence about what was found. Learning doing in a fun way and interesting way that focuses on students ' curiosity through the stimulus in the form of questions.

Second, Stages in the inquiry-based learning, through the step of planning, implementation and evaluation. In the stage of planning need a reference from the lesson plan as a design of implementation process and results that being achieved. In the phase of implementation the teacher acts as a facilitator that stimulate students to ask actively and students play an active role in the implementation of learning through a series of events characterized by discovery (research). In the stage of evaluation, the assessment carried out extensively in every learning process without considering the final result.

Third, a contributing factor in the process of inquiry learning at School of Life *Lebah Putih* Salatiga is the support from various sides; the government as the holder of the authority in education, the education executor including the

foundation and a good school management and also parents who has children at this school.

Fourth, obstacles faced in inquiry-based learning management are the lack of human resources which is familiar with the inquiry based learning model, the lack of supporting equipments used in research and exploration, some students who are still passive in the process of learning, and also the continuity of their education after graduating from this school.

### **RECOMMENDATION**

Suggestions of the research are; 1) The school principal as leader of the school continuously evaluates the results of learning process in cooperation with students, facilitators, and parents, 2) The facilitators always try to up-date all kind of activities conducted in the study, 3) Students should ask questions actively to find knowledge that they need, 4) The School should consider to make a higher grade school (Junior or Senior high school) which have equal method using inquiry based learning, 5) Parents should always support the activities of children at school and adds his knowledge about the learning model that is applied by following the activities organized by the school for the parents, 6) Department of Education should support innovation creativity that's been conducted by School of Life *Lebah Putih* to enrich the model of school in Salatiga specifically and in Indonesia in General.

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