

## Influence of Inquiry - Recitation and Cognitive Learning Styles on Learning Outcomes Citizenship Education

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### ABSTRACT

*The method of learning Inquiry and Recitation is a method of learning based on different principles. The mercury is based on constructivist principles, and Recitation is based on a conventional principle. Nevertheless, these two methods of learning center on the learner through the assignment of tasks aimed at developing the ability to describe reasonable conclusions, synthesize and integrate information or ideas together, improve the ability to memorize-hear-read. In this study compared the influence of learning methods between Inquiry and Recitation in the acquisition of learning outcomes in the subjects of Civic Education. This study included quantitative quasi-experimental design, using two instruments, the Group Embedded Test (GET) test used to measure the cognitive styles of subjects belonging to Field Independence and Field Dependence, and the postes used to measure participants' learning outcomes Educate.*

**Keywords:** *Inquiry Method, Recitation, Cognitive Learning Style, learning outcomes*

## 1. INTRODUCTION

Learning methods that match the subject matter will determine the level of success of learners in understanding the lesson. In this case the educator plays an important role as the facilitator of learning method in forming the mindset and understanding of quality learners. The failure of the achievement of the goals of education is very dependent on the learning process experienced by learners. (Irwanto, 1997: 105).

The learning of civic education is a subject that is more identical with the formation of attitudes and moral values derived from the personality of the nation (Darmodihardjo in Kaelan, 2003: 77). Citizenship education aims to make good citizens and able to support the nation and state (Kansil, 2003: 100). Along with these assumptions, the expected learning objective is the occurrence of a change in the behavior of the students and the ongoing learning that is an effort to membelajarkan learner (Degeng, 1989: 78).

To improve the efficiency and effectiveness of the learning process there needs to be a learning design. Reigeluth (1983: 167), improving the quality of education can be done by improving the quality of learning.

This study compares the influence of Inquiry learning methods and Recitation in the acquisition of learning outcomes in the subjects of Civic Education

## 2. THEORITICAL REVIEW

### 2.1 Learning Inquiry Learning

Inquiry learning is a pattern for learners to learn to formulate and test their own opinions and have awareness of their abilities (Soewarno, 2002: 128) and (Soewarno, 2002: 129). Although this method focuses on participants' activities, educators still play an important role as designers of the learning experience. (Mulyasa, 2004: 235).

In inquiry learning there are several principles that must be considered by educators, namely: Oriented on intellectual development, Interaction principles, Principles of asking, Principles of learning to think and the Principle of Openness. (Oberg, 2004) and (Sanjaya, 2008: 197-198)

The main goal of inquiry learning is to provide the tools or ways for learners to develop their intellectual skills related to critical thinking and problem solving. Learners freely develop by increasing their ability to find something for themselves by observing the principles of the scientific method of inquiry (Sumiharsono and Hasanah, 2012: 114).

### 2.2 Recitation Lessons (Assignment)

In the method of recitation, educators provide certain tasks for learners to do learning activities. (Sudirman et al., 1991: 141-145), (Djamarah, 1982: 14-15) and (Moedjiono & Dimiyati: 1993: 88). The above definition describes that the method of recitation or assignment is one way or method of teaching that requires that learners can play an active role in teaching and learning activities, so that he is able to complete the tasks assigned by educators to be done outside the lesson, then must To account for it (Mansyur, 1996: 110).

Giving assignments to learners means giving them the opportunity to practice the skills they just acquired from school researchers, as well as memorizing and furthering the subject matter. The role of assignment to learners is very important in teaching, it is explained by Pasaribu (1986: 24) that "task method is an aspect of teaching methods. Because of the task of reviewing new lessons, to memorize lessons already taught, for exercises, with the task of collecting materials, to solve a problem and so on."

At least, the method of recitation is oriented to 1) deepening the existing teaching materials, 2) checking the mastery of learners against the material that has been studied, (Sumiharso, 2012: 177). And (Roestiyah, 2008: 133).

### 2.3 Cognitive Learning Styles

Witkin (Ismanoe, 1988: 35) for example formulated the notion that "a cognitive style is characteristic mode of functioning that (is revealed) throughout our perceptual and intellectual activities in highly consistent and pervasive way". Similarly, Messick (Ismanoe, 1988: 35) states that "cognitive style as characteristic of organizing and procesing information and experience". Broverman (1960: 167) suggests that cognitive styles describe how one understands the environment. Kagan (Balter, 1973: 160) suggests that cognitive styles are a variation of the way individuals receive, remember and think about information or

differences in how to understand, store, transmit and utilize information. Coop (1974: 251) suggests that the term cognitive style refers to the consistency of the patterning that a person performs in response to various types of situations. Also refers to the intellectual approach and / or method of solving the problem. Thomas (1990: 610) suggests that cognitive styles refer to a person processing information and using methods to respond to a task. Woolfook (1993: 128) suggests that cognitive styles are how one receives and organizes information from the world around them.

Cognitive styles are forms of functioning in distinctive ways based on one's intellectual abilities displayed in perceptual activity and intellectual activity (Witkin 1976: 211; Messick and Page 1978: 115), (Keefe, 1987), (Ismanoe 1988: 35). ) And (Globerson, 1990: 21).

Choosing the method of learning, not separated from the level of complexity of learning objectives to be achieved, because, Learning method is a way to achieve a goal (Shah, 1996: 202). Not only that, learning is expected to give birth to behavioral changes as a result of learning that includes the areas of affection, cognition and psychomotor (knowledge, attitudes and skills) in the students themselves.

Learning with Inquiry methods is to provide opportunities for learners in the discussion of problems, ways of thinking and solving problems in accordance with existing indicators. Theory of learning with the method of inquiry is proposed by Piaget (in Sanjaya, 2008: 196), that knowledge will be meaningful when sought and found by the learners themselves. While the recitation method emphasizes the presentation of materials in which the educator assigns certain tasks for the learners to do the learning activities, which activities can be done in the classroom, in the school yard, laboratory, library, home or anywhere from the task can be completed. Then the task must be accounted for (Djamarah, 2002: 96-97).

The cognitive style has two poles that do not show any superiority between one pole and the other. Each pole tends to have a positive value on a particular scope, and tends to have a negative value on another scope. Individuals who have an independent field cognitive style have characteristics such as: 1) having the ability to analyze to separate objects from their environment, 2) having the ability to organize objects, 3) have an impersonal orientation, 4) choose professions that are individual, 5) Internal and internal strengthening. Characteristics of independent field individuals have implications for their activities during the learning process, among others: 1) more interested in internal strengthening and internal motivation; And 3) tend to construct the information themselves. Based on the theories above, that individuals with an independent field cognitive style are individuals who tend to view objects composed of discrete parts and separate from the environment, able to analyze to separate the stimuli from the context, be able to restructure, impersonally oriented, and Working with motivation and internal strengthening (Witkin, 1979: 8).

### 3. RESEARCH METHODS

#### 3.1 Research Design

This research is a quantitative quasi experiment design that aims to examine the causal relationship between learning method (Inquiry and Recitation) and learning style (Field Independence and Field Dependence) on Civic Education learning outcomes for students of SMP Negeri 3 Sumberjambe.

In this case the researcher compares some of the treatment that existed in the students, especially related to the learning method and cognitive learning style in an effort to get more accurate result, hence in this case used Nonequivalent Group Pretest-Posttest Control model compression group design.

The choice of quasi experiment design in this study is based on the argument that the researcher can not put the subject randomly on the experimental class or control class and can not impose the free variable when and to whomever is wanted (Rahmat 1997: 51). Therefore, researchers are required to manipulate experimental group variables in a fake, because they can not fully control the research variables (Ardhana, 1987: 37).

#### 3.2 Research Instruments

To obtain research data in accordance with the focus of the problem, this study used two instruments, namely the Group Embedded Test (GEFT) test used to measure the cognitive style of subjects belonging to Field Independence and Field Dependence, and postes used to measure the results Learners learn.

### 3.3 Validity test

Measurement of the validity of the problem in this study using product moment correlation formula with the crude numbers as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

- $r_{xy}$  : The validity of the item  
 N : Number of test takers  
 X : The value of a question item  
 Y : The Problem Value

### 3.4 Test Reliability

Reliability refers to a sense that something of an instrument is reliable enough to be used as a data-gathering tool because the instrument is good. Whenever the measuring instrument is used will give the same measurements, unaffected by the perpetrator, the situation, and the conditions. The technique used is to use Kuder Richardson K-R 20 formula as follows:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

By :

- $r_{11}$  = instrument reliability index  
 n = counters of instrument items  
 p = the proportion of subjects who correctly answer items per item  
 q = the proportion of the subject who answered the item wrongly  
 $s^2$  = standard deviation of the test

$$s^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

N = Number of subjects test participants

Instruments are said to be reliable if they have a high correlation. Conversely, the instrument is less reliable if it has a low correlation. To know the reliability of an instrument in consultation with the table as follows:

1. The test is said to be reliability if  $r_{11} > r_{table}$
2. The test is said to be reliably  $r_{11} \leq r_{table}$

Researchers use SPSS Version 1.6 program to make it easier to find the reliability value in this research. Before applied to the research, the item was tested try out, which aims to know the level of reliability of the item. Below is the result of test reliabilitas conducted by researchers on Try Out test.

### 3.5 Data collection technique

To obtain data in accordance with the purpose of research, then in the process of collecting data using documentation and test techniques. Documentation techniques are used to determine the initial condition Learners who will be sampled. The value used is the value of report cards civic education in grade eight students.

While the test technique is a data retrieval technique using the test after all the material is given. This test is used to measure the cognitive abilities of Learners. This test technique uses tests made by researchers in the form of objective tests. Before use, the test is tested or try out first.

### 3.6 Normality Test Data Analysis

Normality test is done to find out whether the data is stacked normally distributed or not. In this study, normality test using SPSS 1.6 (Statistical Product and Service Solution) data processing program with one way anova test of normality.

### 3.7 Homogeneity Test Data Analysis

Homogeneity test is intended to test the similarity of some parts of the sample, so that generalization of the population can be done. In this study, homogeneity test using SPSS 1.6 (Statistical Product and Service Solution) data processing program with Levene test or t-test.

The test criterion is if the value of Sig. (Significance) or probability value  $<0.05$  then the data comes from populations having unequal variance, whereas if the value of Sig. (Significance) or probability value  $>0.05$  then the data comes from populations that have the same variance (Santoso, 2009: 186). The homogeneity test of this data is aimed at determining the control class and the experimental class that is in all the eighth grade students at SMPN 3 Sumberjambe.

## 4. RESEARCH RESULT

### 4.1 Influence of Effect of Inquiry Learning Method and Recitation on Learning Outcomes

Based on research using one-Way-Anova analysis (1 point anova analysis) it can be seen that the value of significance of inquiry method and recitation of learning result with (sig) = 0,003  $<a = 0,05$ . This means that the statistical hypothesis (Ho) is rejected and (Ha) is accepted. It can be concluded that there is influence of inquiry learning method and recitation of Learning Outcomes Learners on the Subject of Citizenship Education at Sumberjambe Secondary School 3. Likewise, independent learning styles affect the results of student learning in Junior High School 3 Sumberjambe Jember. This can be seen from the average grade of the experimental experiments after the inquiry method of 81.63 and the recitation of 74.95. While for the average value of control class before treatment (treatment) with inquiry method and recitation of 76.42 and 75.57.

Based on the research that has been done can be seen that the learning by application of Inquiry learning methods and recitation can affect the learning outcomes of learners. Learning activities using inquiry method have several advantages (Hamdani, 2011: 88), that learners are involved in learning activities so that knowledge is really absorbed properly, learners are trained to be able to work with other students, and learners can obtain Completion from various sources. Likewise, the method of recitation makes the learning process more active students.

From the explanation it seems clear that with the application of inquiry learning methods and recitation requires that learners play an active role in the learning process conducted in the classroom. When the application of the method triggers the learner to be active in the learning activities. This is because the two methods make learning more interesting.

Some of the benefits, according to Buzan (2009: 54-130) inquiry methods can be useful for (1) stimulating the operation of the left and right brain synergistically; (2) free oneself from the whole bondage of rules when initiating learning; (3) helping someone to flow without (6) summarize the contents of a book, (9) flexible (10) can focus the attention, (4) create a plan or frame of story (5) Develop an idea, , (11) improving understanding, and (12) fun and memorable.

Therefore, with the application of inquiry learning methods and recitation can affect the learning outcomes of students Eight Junior High School 3 Sumberjambe. Because this method can provide space for learners to meet their needs so that learners will have a high motivation in learning. Finally, not only have an impact on the learning outcomes of learners, but also impact on the activities of learners in learning.

### 4.2 The influence of dependence and independent learning styles on learning outcomes

Based on the research using One-Way-Anova analysis (1 point anova analysis) it can be seen that the value of significance (sig.) = 0.008  $<a = 0.05$ . This means that the statistical hypothesis (Ho) is rejected and (Ha) is accepted. It can be concluded that there is influence of student learning style both field independence and field dependent to student learning outcomes.

Based on the research that has been done can be seen that the learning style of students had no effect on the learning outcomes. When compared between dependence and independence learning results, it was

found that learning outcomes with field independence field of control class is 76.42 and learning outcomes with field dependence force control class learners is 75.37 while experimental class learning with field independence of learners is 83.95 and Learning outcomes with field style dependence learners control class of 78.68.

So it can be concluded that the learning style of students between before being given treatments experienced a significant increase means that student learning outcomes are more influenced by factors of inquiry methods. In addition, student learning styles also affect the learning outcomes. This can be seen from the learning value of learners who have a larger field independent learning style with an average score of 83.95 compared with learners with dependent learning style with an average value of 78.68.

#### *4.3 The interaction between learning methods (inquiry and recitation) and the influence of cognitive (independence and dependent) learning styles on learning outcomes*

Based on the research by using Two-Way-Anova analysis (analysis of two paths) it can be seen that there is Influence of inquiry learning method and recitation of Student Learning Outcomes in the Eight Grade Student Education Course odd semester of Junior High School 3 Sumberjambe. For hypothesis test value with sig value. = 0.004 < 0.05 means that there is influence of inquiry methods and recitation of student learning outcomes, meaning (Ho) is rejected and (Ha) accepted.

For student learning style value both field independence and field dependence with sig value. = 0.491 > 0.05 means there is no influence of student learning style on student learning outcomes. And for the value of learning style method on learning result with sig value. = 0.875 > 0,05 This means that the statistical hypothesis (Ho) is accepted and (Ha) is rejected means that there is no influence of inquiry method and resitas seen from the learning style field independence and field dependence to learners' learning outcomes on the subject of civic education.

### **5. CONCLUSION**

Based on the result of test method of learning with One Way Anova hence show result of hypothesis test found value of F applying method learn to result of learning equal to 11.884 with significance  $\rho = 0,003 < 0,05$  It means Ho rejected and Ha accepted. It can be concluded that there is influence of inquiry learning methods and recitation of student learning outcomes on subjects Education Kewarganegaraa eighth graders Secondary school 3 Sumberjambe. In this case.

Based on the result of independent learning style test and dependent field with One Way Anova show that Propability or significance value 0,008 > 0,05 means Ho refused and Ha accepted. So the conclusion that there is influence learning style on student learning outcomes on subjects Education Kewarganegaraa eighth graders Junior High School 3 Sumberjambe.

While the interaction between inquiry learning method and Resitation to learning result showed that the significance of the relationship of both 0,04 < 0,05 (Ho rejected and Ha accepted). This means that there is no pengueng of inquiry methods and learning recitation of learning outcomes. Thus the learning style field independence and field dependence on learning outcomes with significance 0.008 < 0.05 means Ho accepted and Ha rejected. The conclusion is that there is no influence of learning style of field of indepenence and field dependence to learning result. For the value of learning style method on student learning outcomes with sig value. 0.004 > 0.05 means that Ho is rejected and Ha is accepted. This means there is influence of the method of mercury and recitation seen from the learning style of field dependence and field dependence to the learning result.

When calculated average learners learn from the method of inquiry and recitation can be concluded that the learning style of learners who have learning style field independence is greater with a value of 83.95 compared with learners who have indepenence field learning style that is equal to 78.68. It is caused of student independence factor in learning. That the eighth grade student is more appropriate to use inquiry method especially learners who use field dependence learning style

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