



## Increasing Learning Achievement Through the Application of Inquiry Methods in Entrepreneurship Courses

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### Abstract

*This research aims to analyze increasing learning achievement through the application of inquiry method in entrepreneurship courses. The type of research used is classroom action. The subjects of this research were 30 students in Private University Medan City who were taken randomly. Data collection techniques use observation and documentation. Data analysis in this research uses descriptive quantitative method. The results of the research show that the application of the modified free inquiry method to the material of fostering an entrepreneurial spirit and creativity capital in entrepreneurship can improve learning achievement in Private University students in Medan City.*

**Keywords:** Learning Achievement, Inquiry Method, Entrepreneurship

### Abstrak

*Penelitian ini bertujuan untuk menganalisis peningkatan prestasi belajar melalui penerapan metode inkuiri pada mata kuliah kewirausahaan. Jenis penelitian yang dipakai adalah tindakan kelas. Subyek penelitian ini adalah 30 mahasiswa Perguruan Tinggi Swasta di Kota Medan yang diambil secara acak. Teknik pengumpulan data menggunakan observasi dan dokumentasi. Analisis data dalam penelitian ini menggunakan metode kuantitatif deskriptif. Hasil penelitian menunjukkan bahwa penerapan metode inkuiri bebas yang dimodifikasikan pada materi menumbuhkan jiwa kewirausahaan dan modal kreativitas dalam berwirausaha dapat meningkatkan prestasi belajar pada mahasiswa Perguruan Tinggi Swasta di Kota Medan.*

**Kata Kunci:** Prestasi Belajar, Metode Inkuiri, Kewirausahaan

### Introduction

Education is the most important thing in human life. Through education we can

create creative people as capital to obtain a better future. National education functions to develop abilities and shape the character

and civilization of a dignified nation in order to make the nation's life more intelligent, aiming to develop the potential to become human beings with noble, knowledgeable and independent character and become democratic and responsible citizens. As time progresses, knowledge also continues to develop. A country can be more advanced if the country has human resources who know various sciences, in addition to technology which is currently developing rapidly.

The learning process is mostly lecturer-centered because the learning methods used are still conventional. Conventional methods that only rely on lectures make students bored and students do not focus on learning (Hutabarat, 1986). The limited media for teaching materials causes learning that should be student-centered to only focus on when the lecturer delivers the material. Learning media using black boards and chalk makes students less enthusiastic about learning because students only focus on writing and there is no material prepared before learning. Learning that does not use media causes students to become bored, there is no interaction between students, students' attention is not focused, and they tend to talk to other students (Hamalik, 2005). So students do not have notes for independent study when they get home because of limited teaching materials in class.

The professionalism of a lecturer is not in his ability to develop knowledge, but rather in his ability to carry out interesting and meaningful learning for his students. The courses taught are determined by two things, first by the subject itself, and second by the way the lecturer teaches. Therefore, the professional task of a lecturer is to make lessons that were previously uninteresting become interesting, things that were difficult become easy, things that were previously

meaningless become meaningful. This is an effort by lecturers to improve the quality of education which can be seen from student learning achievements.

Student learning achievement can be seen from the value of learning outcomes which include completing assignments and exams. Good learning achievement shows good quality education as well. Apart from that, learning achievement is often used as a guideline or consideration to determine whether a student will continue their education to a higher level (Budiningsih, 2003). Increasing student learning achievement can be achieved if the learning carried out can activate students. Students who are active physically, intellectually and emotionally will find it easier to accept lessons and the knowledge they gain will be more meaningful.

A good lecturer's ability is the ability to choose the right method that suits the student's characteristics, the material being taught, existing facilities and infrastructure, the lecturer's abilities and the evaluation that will be used. There are many methods developed by experts in an effort to optimize student learning outcomes (Pandiangan et al., 2023). However, not all methods are suitable for every topic or subject. The choice of using a method in learning should be able to achieve learning objectives, be able to encourage four student activities, challenge students to think, create a fun learning process, and be able to motivate students to learn further.

Entrepreneurship courses aim to foster an entrepreneurial spirit and form creative and modern entrepreneurs. Entrepreneurship courses taught in higher education not only teach the theoretical basis of the concept of entrepreneurship but how to shape the attitudes, behavior and mindset of an entrepreneur. This is an investment in

human capital to prepare students to start a new business through the integration of experience, skills and knowledge essential to developing and expanding a business. Entrepreneurship courses can also increase students' interest in choosing entrepreneurship as a career choice apart from career choices of becoming private employees, civil servants and employees of state-owned enterprises.

Efforts to improve student learning achievement in entrepreneurship courses by applying the inquiry method. The application of the inquiry method requires students to be actively involved in finding information so that a thinking process occurs both individually and in groups (Beyer, 1971). The discovery process makes the information obtained more likely to stick in students' memories. Learning using the inquiry method makes students active and directly involved in the process of finding information for themselves, so it is hoped that it can increase students' understanding of the subject matter taught by the lecturer. The information obtained can be more meaningful and ultimately can improve student achievement. The modified free inquiry method is a collaboration or modification of the guided inquiry approach and the free inquiry approach. However, the problems that will be used as topics to be investigated are still given or guided by existing curriculum references. This means that in this approach students cannot choose or determine problems to be investigated themselves, but students who study with this approach receive problems from the lecturer to solve and still receive guidance.

This research aims to analyze increasing learning achievement through the application of inquiry method in entrepreneurship courses.

## **Method**

The type of research used is classroom action. Classroom action research is a combination of research procedures with substantive action, an action carried out in the discipline of inquiry, or a person's attempt to understand what is happening, while being involved in a process of improvement and change (Alimuddin et al., 2023; Pandiangan et al., 2024; Tambunan et al., 2024). Classroom action research is a form of reflective research carried out by participants in social situations to improve the reasoning and fairness of educational practices that are aligned with the conditions in which the practices are carried out.

Research subjects or respondents are the parties used as samples in a study. Research subjects also discuss the characteristics of the subjects used in the research, including an explanation of the population, sample and sampling technique used (Pandiangan et al., 2024). The subjects of this research were 30 students in Private University Medan City who were taken randomly.

Data collection techniques use observation and documentation. Observations are carried out during the learning process using the observation sheet that has been created. Observations were carried out to see the learning situation that was taking place at that time. Documentation is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on (Pandiangan et al., 2024).

Data analysis in this research uses descriptive quantitative method. Descriptive quantitative method is a method that aims

to create a picture or description of a situation objectively using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Fransisco et al., 2023; Pandiangan et al., 2024; Sihombing et al., 2024).

### Results and Discussion

The inquiry method is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with full confidence. The inquiry method is a way of teaching and learning to develop skills in solving problems using critical thinking patterns. This inquiry learning approach is also usually called the discovery approach, which means presenting lessons that provide students with the opportunity to find information with or without the help of the lecturer. Weaknesses in the inquiry method can be input for lecturers in the learning process. These weaknesses can be minimized by the lecturer's efforts to be more creative in packaging learning, so that learning feels interesting and enjoyable. If students feel interested in learning, they will certainly be more enthusiastic about learning so they can get good grades.

The modified free inquiry method is a collaboration or modification of the two previous inquiry approaches, namely guided inquiry and free inquiry. Even so, the problems that will be used as topics to be investigated are still given or guided by existing curriculum references. This means that in this approach students cannot choose or determine the problems to be investigated themselves, but they learn with this approach by accepting problems from their lecturers to solve and still receiving guidance. But the guidance provided is less than guided and unstructured inquiry. In this

inquiry approach, the lecturer limits giving guidance so that students try first independently in the hope that they can find the solution themselves. However, if there are students who are unable to solve their problems, then guidance can be provided indirectly, by providing examples that are relevant to the problems they are facing, or through discussions with students in other groups.

**Table 1. Result of the Application of Inquiry Method**

Material	Minimum Completeness Criteria (%)	Result
Fostering an Entrepreneurial Spirit	70	Fulfil
Creativity Capital in Entrepreneurship	70	Fulfil

Source: Research Result (2024)

The application of the modified free inquiry method to the material of fostering an entrepreneurial spirit and creativity capital in entrepreneurship can improve learning achievement in Private University students in Medan City.

Seeing the current phenomenon, namely the low interest and motivation of students in Private University Medan City in entrepreneurship, is a serious consideration for various parties, including the government, the world of education, the world of industry, and society. Various efforts have been made to foster an entrepreneurial spirit, especially changing the mindset of students who are only interested in being job seekers after completing their studies or lectures. Private University Medan City currently require all departments to provide entrepreneurship courses with the aim of ensuring that college graduates are not confused or awkward about entering society. The

business mentality they have can help them get to know the branch of entrepreneurship they are going to start and will no longer be confused about determining the direction of their goals. No longer blaming universities, which produce graduates who are unemployed.

Entrepreneurship makes it possible to explore creativity and innovation in creating new products or services that do not yet exist on the market. This can provide pleasure and satisfaction because it can implement ideas generated from imagination. Creativity is a very important aspect of entrepreneurship. Without creativity, it is difficult for businesses to develop and win the competition. Creativity enables entrepreneurs to generate new and innovative ideas that can change games, lead trends, and create added value for customers.

### Conclusion and Suggestion

The results of the research show that the application of the modified free inquiry method to the material of fostering an entrepreneurial spirit and creativity capital in entrepreneurship can improve learning achievement in Private University students in Medan City.

From the results of the research and discussion above, suggestions can be given as follows:

#### 1.For Lecturer

Lecturer can use the modified free inquiry method as an alternative method to improve student learning achievement and so that student can easily receive knowledge from entrepreneurship courses. Apart from that, it is recommended for lecturer to make learning plans to manage the time for implementing learning.

#### 2.For Student

Can work individually and in groups in solving entrepreneurship courses problems and pay more active attention to learning activities using the modified free inquiry method so that problem-based learning can run effectively and efficiently.

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