THE INQUIRY OF LOCAL CULTURE AS LEARNING MODEL OF INDONESIAN PEOPLE AND CULTURE SUBJECT TO IMPROVE STUDENT'S CREATIVITY

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Abstract

To compare differences in students learning outcomes and creativity about local culture before and after the application of the inquiry model of local culture, and as an evaluation of learning process related to subject namely Indonesian People and Culture are the aims of this study. This research was conducted in the fourth semester students of English Study Program consisting of 56 students. This action research had two cycles. Each consisted of planning, acting, observing, and reflecting. In this research the researcher employed qualitative and quantitative data analysis. Based on the research findings from teaching-learning process, the researcher can draw some final conclusions. The students' response was very good after implementing inquiry learning model. The students were active in giving answer of each question. It was also shown from the improvement of the mean scores in every cycle as follows : in pre-test was 60, in the first cycle was 70, and in the second cycle was 85. Additionally, there were 50 of 56 students who got point up 75 in the second cycle, it means it was 90 %. Based on the finding, the alternative hypothesis stating that inquiry learning model can improve the students' creativity of local culture.

Keywords: Inquiry Model, Local Culture, Indonesian People and Culture, Students' Creativity

1. INTRODUCTION

Indonesia is a nation with cultural diversity and area. This caused a lot of the uniqueness of culture in everyday life. This uniqueness was generally a positive value to maintain the harmony of human beings and nature.

As number 4 of the largest country in the world, it is important for Indonesia as exporter of petroleum, natural gas, and manufactured goods, as consumer of Western and Japanese aid and investment funds, and as the world's largest Muslim nation. Indonesia is an archipelago country, it made up of 17,506 islands, populated by more than 230 million people speaking more than three hundred languages (Forshee, 2006). Indonesia is centrally-located along ancient trading routes between the Far East, South Asia and the Middle East, resulting in many cultural practises being strongly infuenced by a multitude of religions, including Hinduism, Buddhism,

Confucianism, Islam, and Christianity, all strong in the major trading cities. (Culture of Indonesia –Wikipedia)

Most people seem to agree that learning about culture is part of learning a language, but the better we understand the role that learning about culture plays, the more focused we can be about what parts of culture to teach. Indonesian Students especially English Program Students need to have a good knowledge about culture, especially local culture. According to Curriculum of English Study Program 2017 / 2018, Indonesian People and Culture is one of essential subjects taught to support the mastery of skills needed in English Study Program, because English Study Program of Madiun State Polytechnic has two parts namely journalism and tourism. In fact, the students of English Study Program, especially the fourth semester academic year 2018/2019, still find many problems in learning local culture at the Indonesian People and Culture subject. They say that they do not know well about local culture. The students are still looked confused in identifying the original culture around them especially and around Indonesia generally. It can be reflected from the result of their task that they have done and said.

Inquiry is very good learning model to expand the students' creativity. Beside that, this model is not only always about the result of the learning but also about the process of quality learning. The students are given chance to find out the form and function of the sentences by themselves. It is said that it is built more intrinsic motivation by allowing the students to discover rules rather than being told them (Brown, 1994, p. 351). Every step of Inquiry has a particular objective.

The problems of the research were formulated by the researcher as follows : whether inquiry model improve students' creativity in learning local culture at the subject of Indonesian People and Culture, how to improve, and what are the strenght and weakness of the inquiry of local culture as learning model.

Winataputra in Sugiyanto (2008) suggests that learning model is a conceptual framework that describes a systematic procedure in organizing learnig experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities.

Kuklthau et al. (2007) state that the essence of inquiry : inquiry needs more than simply answering or getting a right answer. It espouses investigation, exploration, search, questions, research, pursuit, and study. It is enhanced by involvedment with a community of learners, each learning from the other in social interaction.

Local culture is students' native culture, either regional or national culture. Culture in language teaching has been always linked with culture of target language, international and local culture are somewhat less favoured and neglected (Xiao, 2010; Kirkgoz & Agcam, 2011; Shahed, 2013).

Indonesian People and Culture is also one of the subjects in English Study Program Curriculum that is given in semester 4. It describes about the definition of culture in general and specific. The students are required to understand culture as part of hman being both social activity, culture phisically and also human's opinion espesially about the past heritage. The expanding culture in every community has relationship with the aspects : physics, tradition, ritual which has strategies meaning in expanding tourism.

One of the things that we hear that teachers worrying about is the disappereance of creativity in the curriculum. More and more districts are ramping up the standardized exams to prepare

students for the bigger standardized exams they will take later in the year. The beauty of creativity is slowly being phased out and replaced by worksheets. Standarized tests are a reality where we teach, but we still find creativity time for our students. We feel that it helps strengthen their other skills and is needed to develop well-rounded people.

According to Abram 2015, there are some advantages of inquiry learning, they are : the first, this learning is learning that emphasizes the development of cognitive, affective, and phychomotor aspect in a balanced way, so that learning through learning is considered to be far more meaningful. The second, this learning can provide space for students to learn according to their learning style. Then, this learning is atrategy that is considered in accordance with the development of modern learning phshology which considers learning to be a process of behavior change thnaks to experience. And another advantage is being able to serve the needs of students who have above average abilitis. That is, students who have good learning skills will not be hampered by students who are weak in learning.

Researcher made some targets in this research such as showing the effectiveness of Inquiry Learning Model Steps in improving the students' creativity and in describing the process of students' improvement in local culture understanding taught by using Inquiry Learning Model. The learning model is used to increase the local culture of university level student in which there is an assumption that inquiry learning model technique is not fit for this level but the lower level students. The strategy and the situation of the research described how the technique worked and proved the good result for both lecturers and students. The proof was be supported by the data gained from the research entitled The Inquiry of Local Culture as Learning Model of Indonesian People and Culture Subject to Improves Students' Creativity.

2. RESEARCH METHOD

This research was conducted in the class at fourth semester of English Study Program Students (Class Action Research / CAR). Elliot (1991, p. 69) states that Action Research might be defined as the study of social situation with a view to improving the quality of action within it. Classroom Action Research for English learning is aimed at discovering learning-teaching strategies that match learners' styles and strategies in learning English (Latief, 2003, p. 99). The terms 'action' and 'research' highlights the essential feature of the approach: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning (Kemmis & Mc Taggart, 1988, p. 6). Classroom action research in this study is directed to improve students' creativity through inquiry model of local culture specifically in teaching Indonesian People and Culture.

In accordance with the research design, this study employed a classroom action research model developed by Kemmis and Mc Taggart which comprises four steps, namely planning, acting or implementing, observing, and reflecting (Koshy, 2007, p. 5). The action research model developed by Kemmis and MC Taggart was a spiral model which could make one understand a particular issue within an educational context and make informed decision through enhanced understanding. On the basis of that idea, the researcher then adapted that action research model as the procedure to conduct the research. In line with the action research procedure, in planning stage, some preparations were made, such as preparing learning model, designing lesson plan, developing material and media instruction, and setting the criteria of success. The implementation stage, the model learning was implemented within the instructional process.

While the observation stage was be dealing with the data collecting whereas, the reflection stage refers to data analysis. In this last stage the researcher determined whether or not the research continue to the next cycles.

Instrument is a device to get the data. For doing this research, the researcher needs the instrument that is used to collect the data. The data is quantitative and qualitative data. In quantitative data, the researcher uses test as instrument. In qualitative data, the researcher uses observations, the texts, the pictures, videos, and other medias.

This research is applied two instruments for data analysis, qualitative and quantitative data. Qualitative data will be analyzed in observation checklist, predictions of students' activity perceptions, and other instruments. Quantitative data will be analyzed in score while the students' do English learning process by implementing Inquiry Learning Model. Through quantitative data the researcher will know there is improvement or not on the students' creativity in learning local culture at Indonesian People and Culture subject through the implementation of Inquiry Learning Model.

There are two main categories of data called quantitative and qualitative. Koshy explained that qualitative data can be measured and represented by numbers. This kind of data can be presented in the form of tables and charts. Besides, qualitative data can be presented in the form of transcript, descriptions, and document for analysis. In addition, in quantitative data, the researcher uses test as instrument to measure their knowledge and creativity about local culture. In scoring the students' test, the researcher uses some points. To get the point in comparing the result between before and after implementing Inquiry Learning Model, the researcher gave the test, test on a certain culture in Indonesia to the students. The test is called pre-test and post-test. Quantitative data can be used to know the increasing of the students' result through the assignment given. The result / score of the students' are got from the test of each cycle.

3. RESULT AND DISCUSSION
Research Finding

The researcher describes about the result of the research from the first section by giving pre-test to the students of the fourth semester of English Department. It was expected to understand Indonesian people and Culture subject especially on local culture knowledge by using Inquiry Learning Model. From chapter I, it is presented that there were some problems found in the English teaching learning for the students. The main problem is the lack of local culture knowledge. It can be seen from their score, most are in low score. It was hard for them to finish the exercises about local culture. In fact, local culture is the main subject of Indonesian People and Culture. So, It is impossible for them, there were no difficulties in finishing the exercices for all subjects, if there were still lack of local culture. The lack of knowledge in local culture were caused by many reasons. They were still confused about some points in culture such as traditional language, traditional dance, traditional food, traditional clothes, the ritual, and other characteristic.

The researcher gave them 1 period (50 minutes) to answer the questions. The result of the pre-test with the passing grade 75 could be seen as follows :

Criteria	Total Students	Percentage
Pass / Success	11	20
Failure/Unsuccess	45	80

| Total | 56 | 100 % |

From the result of the students' score in pre-test above, the students' creativity in local culture knowledge was low. It could be seen from the mean of the the students' score was 60. The percentage of the students' score was 11 students got success score or it was 20%. Beside that, 45 students got below passing grade or it was 80 %. It can be concluded that the students' creativity in learning local culture in pre-test was low.

After the pre-test, the researcher asked the difficulties, almost all the students told that they made mistakes on determining the category and characteristics of some certain culture around us. The others could not compare the differences between the characteristic of people from some ethnics. The rest got confused on explaining the kinds of specific character of local people and culture.

Based on the observation and interview, the researcher concluded that the students had some problems on knowledge about local people and culture although around us.

The Implementation of the Research

Cycle I

In teaching material of Indonesian People and Culture in cycle I was conducted on April 2019 as the second meeting of research that was started from 8.00 a.m. until 11.00 a.m. The researcher also has done some steps in the first cycle, they were planning, acting, observing and reflecting.

It had been stated that the fourth semester students of English Department of Madiun State Polytechnic faced some difficulties on the lessons about local people and culture. They faced the problem on traditional dances, food, houses, clothe, and specific characterictics. The suitable strategy chosen was Inquiry Learning Model. It was used to make the goal of the research. The first cycle was used to describe the process of teaching and learning by using inquiry learning model in order to improve the students' creativity in understanding local culture. It was done in four steps such as; 1) planning; 2) acting; 3) observing; and 4) reflecting.

Planning

After finding the problems faced by the students, the researcher prepared to conduct the research. She looked for many techniques appropriate with the students' condition. After looking for many references, she finally chose inquiry learning model as the way in teaching Indonesian People and Culture subject. It needed some lesson plans for the first cycle. The researcher prepared the teaching materials based on the syllabus for the program study. The material was about Indonesian People and Culture, local culture globally, and local culture around Madiun. For the first cycle, the researcher planned two meetings. The meeting was conducted once a week according to the schedule of lecturing. Before doing the treatment to the class 4A and 4B, the researcher gave the students pre-test. It was aimed at knowing their knowledge about local culture in the first. The test was also given in the end of the first cicle, namely post-test.

All about the paragraph above had been prepared in teaching process, such as lesson plans to teach, teaching material that was used to inquiry learning model, conducting students' test, and also preparing observation sheet. The lesson plans were as follows: 1) the definition of culture, 2) cultural relations, people and society, and cultural history and development, 3) some characteristics of indonesian people and culture 4) the historical roots of the indonesian, 5) the dynamics of culre in Indonesia (kingdoms that once existed in Indonesia) , 6) the various culture that are the roots of Sumatran, 7) the culture of javanese and kalimantan people, 8) the culture of sulawesi, bali, nusa tenggara, north maluku and papua, 9) local culture around Madiun.

Acting
In this step, there were some activities that had been done by the researcher, they were :
1. The researcher asked the students to form group. Every group consists of 5 persons.
2. Every group was given the difference picture about some characteristics of local culture from different ethnics. The students described the picture on their story through their own words.
3. Every group asked to look for what the pictures described about.
4. Then, the researcher explained what the picture about, traditional dances, clothe, food, language. However, the researcher gave praise to the students for their hard work in answering questions.

Observing
The observation was aimed to know the influence of the method applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during inquiry learning model; interviewing the students after giving their opinions by using inquiry learning model; and holding written test to know the improvement of local culture knowledge creativity.

The atmosphere of the class was little bit noisy because some of them asked to their another friend. But researcher gave role that every student who wants to ask something must up hand. Fortunately, they obeyed the role and the atmosphere of the class become quiet.

Reflecting
In the cycle I, the researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning Indonesian People and Culture through inquiry learning model, the students' difficulties and problem while learning. All of it would be asked by the lecturer in the end of the meeting.

Through the reflection, the researcher knew the problems and the result of the students' when tested. Look at the students' result test and observation sheet and also pictures that were written in appendix.

The research was conducted by observer also in the same time when the researcher doing treatment or action to improve students' creativity in learning Indonesia People and Culture especially about local culture by using inquiry learning model.

Based on the research and test that was conducted in the end of cycle I, the researcher found the data about : a) representation of teaching learning material of indonesian people and culture b) representation of students' creativities; and c) representation of result of students' score in understanding Indonesian people and culture at the fourth semester students of english department by using inquiry learning model. The percentage of students who got success in post test cycle I could been seen as follows :

Criteria	Total Students	Percentage
Pass / Success	26	46 %
Failure / Unsuccess	30	54%
Total	56	100%

Based on the data from table above, it can be shown that the result of students' score in local culture creativity by using inquiry learning model in class of the fourth semester of english department in cycle I improved. It could be seen from the means of the students' score was 70 and the percentage of the students' score was 46 % for the success category. It means there were

26 students who got score above the passing grade. In the other hand, there were still 30 students (54%) who got the score low the passing grade (unsuccessful).

However, the data above showed that the result of students' score in local culture creativity by using inquiry learning model in class of fourth semester of English Department in cycle I improved or better than the score in pre-test. It was still low, because the passing grade is 75, it could be seen from the indicators below:

1. The mean of students' score in post-test I in cycle I was 70.
2. There were still 26 students (46 %) of 56 students who got the score more than 74
3. There were some students who didn't follow 100 % in every step of inquiry learning model.
4. Some of the students were still confused to make the creativity of local culture.

Based on the researcher's observation, the students' response in learning teaching process was good. Although the students looked enjoy during in learning process, the students were not confident to make / explain the picture about in the sentence when the researcher asked them to describe / tell about the picture given to them. Not just it, the researcher felt that it was not satisfied, because there were students who were very noisy.

That's why the researcher needed go to the next cycle. Hopefully, the score result would be better that in the previous cycle / previous post test. The aim to go to next cycle (cycle II) was to improve the students' creativity of all local culture around madiun at that semester by using inquiry learning model.

Cycle II

Based on the evaluation of the first cycle, the researcher found some students make mistakes on explaining and mentioning something on learning the picture. Their explanation were still incorrect. In this cycle, cycle II, the researcher also had done some steps, they were planning, acting, observing and reflecting.

Here the steps that have been done:

Revised planning

In this cycle, the researcher prepared new material that was enclosed in lesson plan and added some activities, so that the students would be more active in local people and culture understanding.

Acting

The action was done for four meetings which were based on the revised planning. The researcher tried to do the best while teaching the material. Beside it, the researcher also motivated the students read the text fluently, briefly, and confidently to increase local culture knowledge in answering questions to mention the characteristics of some local cultures around Madiun. There were some activities that had been done by the researcher, they were:

1. The researcher asked the students in group. The class divided into 6 groups, so, 1 group had 4 – 5 members.
2. The researcher showed the questions and pictures on the slide.
3. Every group asked to tell about the picture and write the sentences of the picture given to them. They could make sentences in any characteristics, they could mention some kinds of local people and culture from different places.

4. The researcher gave the assignment for every group to tell about the pictures given to them in creative sentence, and the sentences were written on the paper given by the researcher.
5. Before the process ended, the researcher gave the multiple choice questions as the task in learning so that they become accustomed to answer the question based on the pictures.
6. The researcher discussed about the way in choosing the suitable words based on pictures. The second meeting, the researcher explained the way to understand well about local culture. The third meeting the researcher explained the way in increasing the knowledge of local culture according to the picture. In the fourth meeting, the researcher gave opportunities to all the students to present the result of their writing and understanding in front of the class.

Observing

The observation was aimed to know the influence of the strategy applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during inquiry learning model activities; interviewing the students after practicing inquiry learning model activities; and holding written test to know the improvement of the creativity indicators among the students.

Reflecting

The students said that the activities of inquiry learning model in creating many kinds of local cultures around Madiun and some other places in Indonesia in the cycle II impressed them and made them interested in learning Indonesian People and Culture subject especially on local people and culture. They cooperated well with their friends and struggled by themselves as it was done in groups and individual.

The researcher gave the pictures for each group but every member got it, so that all of students could see the picture focusly. Therefore, the researcher gave a piece of paper/text that consist of some lessons (1) the definition of culture, 2) cultural relations, people and society, and cultural history and development, 3) some characteristics of indonesian people and culture 4) the historical roots of the indonesian, 5) the dynamics of culre in Indonesia (kingdoms that once existed in Indonesia), 6) the various culture that are the roots of Sumatran, 7) the culture of javanese and kalimantan people, 8) the culture of sulawesi, bali, nusa tenggara, north maluku and papua, 9) local culture around madiun.

Then, they analyze the text. After that, the researcher gave explanation more of each previous discussion. In this cycle, the researcher could conclude as follows:

1. The researcher could improve the students' creativity in local culture by using inquiry learning model. It was showed by the observations sheet, students exercise sheets that improved every meeting.
2. The improvement of the students' score was very significant. It was based on the percentage of the students' score, they were 46 % got success in cycle I, and it would be 90% in cycle II. It means that there was improvement from cycle I to cycle II. It was 44%.

Based on the students' response above, the researcher got the point that the students' response while learning teaching process in cycle II was kept in improving significantly. So, the researcher stated to stop in this cycle.

Based on the research and test that was conducted in the end of cycle II, the researcher found the data about: a) representation of teaching learning material of Indonesian People and Culture ; b) representation of students' activities; and c) representation of result of students' score in comprehending local culture knowledge in the fourth semester of english department students by using inquiry learning model. The precentage of the students who were success in post-test cycle II could be seen as follows:

Criteria	Total students	percentage
Pass / Success	50	90%
Failure /Unsuccess	6	10%
Total	56	100%

Form the table analysis in Post-Test Cycle II, the researcher concluded that the students' creativity in understanding local culture improved significantly. It could be seen from the mean of the students' score was 85. The percentage of the students' score was 90% for the success score, or there were 50 students. In the other hand, there were still some students who got below score of passing grade, there were 6 students, or 10 %. It can be concluded the the students' creativity in local culture understanding in post-test cycle II was categorized success and improved. So, the researcher stopped in this cycle, and continue for next lesson using inquiry learning model.

Discussion

Every technique in teaching must have its strength and weakness. Inquiry Learning Model as the technique of teaching Indonesian People and Culture applied by the researcher also has both strenght and weakness. The researcher finds out the strenght of inquiry learning model implemented in local culture teaching and learning. Every step in inquiry learning model can improve the students'creativity. From the experience where the students are exposed to the meaningful use of some traditional dances, house, clothe; generalization which is improved the students' exploration. The improvement of students' creativity and classroom situation can be found by implementing inquiry learning model in the class. The test of local culture knowledge covered the understanding competences including tradional clothe, house, food, and language. The proofs of the improvement were on: 1) the definition of culture, 2) cultural relations, people and society, and cultural history and development, 3) some characteristics of indonesian people and culture 4) the historical roots of the indonesian, 5) the dynamics of culre in Indonesia (kingdoms that once existed in Indonesia) , 6) the various culture that are the roots of Sumatran, 7) the culture of javanese and kalimantan people, 8) the culture of sulawesi, bali, nusa tenggara, north maluku and papua, 9) local culture around madiun. Most students could mention many kinds of local culture of many places (islands). Most of the students could choose the words which related to the pictures being given.

The improvement could be seen from increasing of the students' score and the improvement of the classroom situation. The table below reflected the improvement that the students' score achieved.

No	Level	Pre-test	Post-test Cycle I	Post-test Cycle II
1.	Highest	90	95	100
2.	Average	60	70	85
3.	Lowest	40	55	70

The students' passing grade

No	Passing grade	The students' score	The sum of students		
			Pre-test	Cycle I	Cycle II
1.	>74	Above Passing grade	11	26	50
2.	< 74	Below Passing grade	45	30	6

In addition to having advantages, this inquiry learning model also has weaknesses. The first, difficulty controlling students' activities and succeess. The second, difficult in planning leaning because it collided with the students' hbaits in learning. Next, sometimes in implementing it, it takes a long time so it is often difficult for the teacher to adjust it to the spesified time, and the fourth, as long as the criteria for success in learning are determined by students' ability to master the subject matter, then this strategy seems difficult to implement

4. CONCLUSION

After conducting the research, the researcher can conclude that inquiry learning model can show the improvement on students' creativity, become the effective way to teach and increase knowledge on local culture, and has many strengths to make the students able to understand local culture well.

The Students' response was very good after implementing inquiry learning model. It could be seen from the students' response while learning process. The students were active in giving answer of each question that was delivered by the researcher. It was also shown from the improvement of the mean of scores every cycle as follows: 1) mean of score in pre-test was 60, post-test in the first cycle was 70, and post-test in the second cycle was 85. There was improvement in every cycle. Additionally, there were 50 of 56 students who got point up 75 in the second cycle, it means it was 90 %. Based on the finding, the alternative hypothesis stating that Inquiry Learning Model can improve the students' creativity in local culture. In teaching-learning Indonesian People and Culture. Inquiry learning model has important implication on both lecturer and students. In conducting inquiry learning model, lecturer acts as facilitator dominantly. She bridges the learning activity by providing discovery activities which actively involves the students in analysis and application rather than through receiving information passively from a textbook or lecturer. The lecturer also reinforces the students in the form of feedback to what they have discovered. After the students have understood, the lecturer gives them application to increase the understanding of local culture that have previously been practiced.

From the conclusion and the implication stated above, the researcher would like to give some suggestions dealing with the improvement students' creativity in learning local culture by using inquiry learning model. Hopefully the suggestions will be beneficial to whoever regarding to improve the students' creativity skill including lecturers, students, or the researchers and institutions.

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