

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After conducted a research to answer the research question, “How do teachers implement inquiry-based learning in the classroom?”, it can be concluded that Kindergarten homeroom teachers at ABC School implemented inquiry-based learning following all of the steps of inquiry-based learning instructional process which are; find out students’ prior knowledge and helps students become engaged in new knowledge; guide students to ask questions to extend their background knowledge. Teachers also lead students to build on what they already knew; explain the new knowledge and give opportunities for students to connect it to their previous knowledge or current learning experience; help students begin to apply previously introduced knowledge and experiences to new knowledge; encourage students to reflect on what they have learned in the previous stages and reach conclusions to see how much learning and understanding has taken place; encourage students to further apply their new understanding from what they have just learned.

Teachers found out students’ prior knowledge and helped students become engaged in new knowledge through became an enthusiastic teachers; stated the purpose of the lesson or the expectation of the lesson; reviewed last meeting material; used variety teaching media, read books, gave fun activity that could

engage students in the lesson; used variety teaching media; and posed questions that could encourage students to express their prior knowledge.

Teachers guided students to ask questions to extend their background knowledge and lead students to build on what they already knew through gathered some new information from different teaching media; gave their past experiences related to the topic; posed questions and became a model in raising questions; and encouraged students could pose their own questions.

Teachers explained the new knowledge and give opportunities for students to connect it to their previous knowledge or current learning experience through explained the new knowledge using various teaching media and posed a lot of questions; used students' prior knowledge during explained the new knowledge; and posed challenging questions.

Teachers helped students begin to apply previously introduced knowledge and experiences to new knowledge through gave students a project right after teachers explained the new knowledge and encouraged students to communicate their new knowledge. Teachers encouraged students to reflect on what they have learned in the previous stages and reached conclusions to see how much learning and understanding has taken place gave reflective questions to help students reflect on their new knowledge and did reflection in pairs to help students reflect on their new knowledge.

The last, teachers encouraged students to further apply their new understanding from what they have just learned through brought closure to the lesson and encouraged students to remember the lesson that they have learned and continuing gave projects to students so students can apply more the new knowledge.

From the conclusion above, the researcher found that Kindergarten homeroom teachers at ABC School already did their role as Christian teachers who facilitate their students in inquiry-based learning teaching and learning process. The researcher saw those homeroom teachers were very faithful in helping students become good inquirers, even they had to face some difficulties in implementing inquiry-based learning. The researcher could see how homeroom teachers always see their students as an image of God who still have their sinful nature. Because of teachers saw their students as an image of God, teachers could always be patient and faithful during implementing inquiry-based learning. However, teachers have to continue their role as facilitator, even more than a facilitator for the students. Who always see the needs of the students to become good inquirers, and teachers who always walk with God in their classroom.

5.2 Recommendation

Homeroom teachers in Kindergarten level at ABC School implemented inquiry-based learning following of all steps of a good inquiry-based learning process. Therefore, the researcher made the following recommendation:

5.2.1 For school

There are some things that need to be done for the school to promote a good inquiry-based learning. Based on the research finding, one of the homeroom teachers is still not familiar with the implementation of inquiry-based learning in the Kindergarten level. Then the homeroom teacher also has desire to learn more about implementing inquiry-based learning in Kindergarten level. The school can

give training or professional development about implementing a good inquiry-based learning to the homeroom teachers.

5.2.2 For homeroom teachers

There are some things that need to be done for the homeroom teachers to promoting a good inquiry-based learning:

- a. The homeroom teachers need to improve their time management, so teachers have enough time to do some indicators that rarely implemented by the homeroom teachers during three weeks observation, like provide time for ask students to reflect on what they have learned, provide time for encourage students to communicate their new knowledge to others, and provide time for encourage students to apply their new knowledge in their daily life.
- b. The homeroom teachers should work on their teaching strategy in implementing inquiry-based learning, so they have various teaching strategies that can involve students become a good inquirers.

5.2.3 For the researcher

The researcher should pay attention to every detail of the research, especially in analyzing the data. The researcher also should provide the data as objective as possible. There are still a lot of weakness of this research. Then the researcher encourage the next researchers to conduct further research on the implementation of inquiry-based learning in Kindergarten level.