

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education in the 21st century has developed rapidly. A several of teaching models are conducted by teachers to provide the best education for students. Each teacher in different school will use different teaching models. Salandanan (2008) states that teaching models play a vital role in teaching and learning process; they serve as the avenues that must be followed to achieve learning goals. Dunn *et al* (1989, p.50) state that “Each person has a learning style – it’s as individual as a signature. Knowing students’ learning styles, enable the teacher to organize classrooms to respond to their individual needs” (Dunn *et all*, 1989, p. 50, as cited in, Mars, 2004, p. 167). These are the important reasons why teachers use various teaching models to teach their students, which are to achieve the goal and to fulfill student’s learning need based on their learning styles, and one of the models is inquiry-based learning.

Inquiry-based learning model requires students to solve problems through investigation that increase their own knowledge (Trna, Trnova, & Sibor, 2012). According to Sanjaya (2006), inquiry-based learning is a series of learning activities that emphasize the process of thinking critically and analytically to seek and find their own answer in question (Sanjaya, 2006 as cited in Andrini, 2016). Thus, it can be concluded that inquiry-based learning promotes students to construct knowledge by themselves.

International Baccalaureate (IB) mission statement states “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people

who help to create a better and more peaceful world through intercultural understanding and respect” (IBO, 2007, p. 1). That means that one of IB curriculum’s aims is to develop inquirer students who can follow inquiry-based learning teaching and learning process in the classroom. IB also committed to inquiry-based teaching model because they believe that it is the way in which students learn in the most constructive manner (IBO, 2007, p. 41). IB Organization (2007) also states that inquiry becomes the leading pedagogical approach of the Primary Years Programme (PYP) curriculum, allowing students to be actively involved in their own learning and to take responsibility for their own learning. In PYP curriculum, students are trained to investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to the issues (IBO, 2007, p. 29).

From the conditions above, can be seen that IB School gave high expectations to their students for becoming good inquirer students. It needs a continuing process for becoming good inquirers. The process started from early years of students learned in IB School, that is in Kindergarten level. From this reality, Kindergarten teachers have a big role in implementing a good inquiry-based learning, so they can help students become good inquirers. The role of the teacher in an inquiry learning classroom is quite different from the role of a teacher in a conventional classroom. Instead of providing direct teaching to students, teachers facilitate students generate their own questions and guide the investigation. In another word, can be said that in inquiry-based learning teachers become a facilitator for the students.

This is in line with one of the metaphors of teaching by Van Brummelen, he said that one of Christian teachers' roles is as a facilitator (Van Brummelen, 2009, p. 30). As facilitators, teacher's main role is to facilitate learning that can help students to create their own understanding. So teachers do not directly give a new knowledge for students, but they guide students step by step so students can build their own understanding of the new knowledge introduced. As what was done by God, when He placed Adam in the Garden of Eden. Rather than directly gave Adam many kinds of animals with each name, God chose to give Adam many kinds of animals without each name, so Adam could use his mind to find the name for each animal. As God already gave human a wonderful mind to think, God also wants each human to develop their mind to think wonderful things that can glorify His name. The role of teachers is to facilitate and to guide students, so students' can use their mind to think wonderful things in the path of God's righteousness.

In implementing inquiry-based learning, teachers facilitate students through encourage them to state their prior knowledge; they allow students to connect their prior knowledge with the new knowledge; they also allow students to share and discuss insights; they allow students to explore and create; the last, teachers constantly stimulate students to use their new knowledge and abilities in responsive and responsible ways. Look at those statements, it is true that teachers' role in implementing inquiry-based learning are really important. Other than that, teachers also have a responsibility to teach students about how to be good inquirers.

From that condition, the researcher intended to conduct research to see the way teachers implement inquiry-based learning in Kindergarten level, especially the process in every step of the implementation of inquiry-based learning in ABC

School. The researcher did class observation and interviewed homeroom teachers to see how teachers implemented inquiry learning, so students got prepared to be good inquirers in International Baccalaureate School. The research was conducted in the homeroom teachers' class because most of the time students learned with their homeroom teachers. Therefore, the researcher conducts the research entitled, "THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN KINDERGARTEN LEVEL AT ABC SCHOOL".

1.2 Research Question

In developing research about inquiry-based learning in IB (International Baccalaureate) School, the research question that tried to be answered in this research is "How do teachers implement inquiry-based learning in the classroom?"

1.3 Purpose of the Study

Based on the research question above, the purpose of this study is to describe the way teachers implement inquiry-based learning in the classroom.

1.4 Benefits of the Study

Through this research, there will be some benefits to the school, homeroom teachers, and the researcher, as below:

1. For school

This research can be an input about how homeroom teachers implement inquiry-based learning in the teaching and learning process. From the result of the research, the school can challenge homeroom teachers to demonstrate

better inquiry-based learning that can preparing Kindergarten students to be good inquirers.

2. For homeroom teachers

The result of this research will give homeroom teachers input about how homeroom teachers implemented inquiry-based learning in the classroom. The result of the research can help homeroom teachers in evaluating their inquiry-based learning, so homeroom teachers can provide better inquiry-based learning to prepare students as good inquirers.

3. For the researcher

The researcher learns the importance of inquiry-based learning in a school with IB (International Baccalaureate) curriculum. The researcher learns how to implement an inquiry-based learning in Kindergarten level.

1.5 Definition of Terms

1.5.1 Inquiry

“Inquiry is a multifaceted activity that involves students for making observation; posing questions; examining books and other sources of information to see what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answer, explanations, and predictions; and communicating the results” (NRC, 1996, p. 23, as cited in Llewellyn, 2014, pp. 5–6).

1.5.2 Inquiry-based learning

Alberta Learning (2004, p. 1) defines inquiry-based learning as “A process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.”

