

**ABTRAK**

**PENGARUH PENGGUNAAN METODE INQUIRI UNTUK  
MENINGKATKAN MOTIVASI BELAJAR, KUALITAS PROSES DAN  
HASIL BELAJAR MATA PELAJARAN EKONOMI SISWA SMA  
NEGERI 1 DUKUN MAGELANG**

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Tujuan penelitian ini adalah untuk mengetahui pengaruh motivasi belajar, kualitas proses dan hasil belajar mata pelajaran ekonomi dengan menggunakan metode inquiri Siswa SMA Negeri 1 Dukun Magelang. Penelitian tindakan kelas ini dilaksanakan pada bulan Maret-April 2008. Data diperoleh dengan observasi langsung (pengamatan kelas), wawancara dan kuesioner. Analisis data dilakukan dengan metode dekriptif.

Berdasarkan analisis data dapat disimpulkan bahwa: (1) Penggunaan metode inquiri mata pelajaran ekonomi dalam penelitian ini belum dapat meningkatkan motivasi belajar siswa (siklus I = 83,78%; siklus II = 80,56%; siklus III = 92,11%) (2) Penggunaan metode inquiri mata pelajaran ekonomi belum dapat meningkatkan kualitas proses (kualitas pembelajaran guru, siklus I, = 7,43%; siklus II = 7,06%; siklus III = 8,86%; kualitas proses dalam penilaian penampilan personal dan sosial siswa, siklus I = 7 %; siklus II = 6,7% siklus III = 8,25%) (3) Penggunaan metode inquiri belum dapat meningkatkan hasil belajar siswa pada mata pelajaran ekonomi (siklus I = 54,05%; siklus II = 44,44%; siklus III = 94,74%).

**ABSTRACT****THE INFLUENCE OF APPLYING INQUIRY METHOD IN INCREASING  
LEARNING MOTIVATION, PROCESS QUALITY AND LEARNING  
RESULT OF STUDYING ECONOMICS OF THE STUDENTS OF 1  
STATE SENIOR HIGH SCHOOL DUKUN MAGELANG**

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The aims of this study are to recognize the influence of learning motivation, process quality and the learning result of studying economic by applying the inquiry method of the students of 1 State Senior High School Dukun Magelang. This class action research was conducted from March until April 2008. The data were gained by direct observation (class observation), interviews and questionnaire. The data analysis was done by applying descriptive method.

The results of data analysis are: (1) learning motivation level by using Economics Inquiry method in this research does not increase the students' learning motivation (1<sup>st</sup> cycle = 83,78%; 2<sup>nd</sup> cycle = 80,56%, 3<sup>rd</sup> cycle = 92,11%); (2) applying inquiry method in studying economic has not increased process quality (the quality of teaching learning, 1<sup>st</sup> cycle = 7, 43%; 2<sup>nd</sup> cycle = 7, 06%; 3<sup>rd</sup> cycle = 8, 86%; process quality in evaluating the students' social and personal appearance, 1<sup>st</sup> cycle = 7%; 2<sup>nd</sup> cycle = 6, 7% 3<sup>rd</sup> cycle = 8, 25%); (3) the application of inquiry method has not increased the result of student's learning in studying economics (1<sup>st</sup> cycle = 54, 04; 2<sup>nd</sup> cycle = 44, 44%; 3<sup>rd</sup> cycle = 94, 74%).