

The Effect Of Guided Inquiry Vs Free Inquiry Instruction Method And Learning Motivation On Student Learning Outcomes

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Abstract: , this study aimed to examine the effect of teaching methods and learning motivation to the learning outcomes of students in the subject of accounting basics first semester of economics education majors of FKIP Undana. Specifically, the research objectives are as follows: (1) To determine student learning outcomes on the groups that receive guided inquiry methods and the groups that receive free inquiry methods; (2) To determine student learning outcomes between students who have high and low learning motivations; (3) To understand the interaction between teaching methods and learning motivations (high and low) on student learning outcomes. This type of research is an experimental research.. The population was all students of Economics Education Department, the sample consist of 70 students of first semester, with 40 students in the class A as an experimental class using free inquiry learning and 30 students in the class B as a control using free inquiry learning methods. Purposive sampling by using cluster a random sampling technique. Data were analyzed using ANOVA technique of a two-lane prerequisite test analysis is the normality and homogeneity test. The result showed that: 1) there are differences in student learning outcomes using guided inquiry learning and free inquiry showed with $F = 32,626$, $p = 0.00 < 0.05$. 2) there is a difference between students who have high motivation to learn and students who have low motivation to learn where $F = 12,279$, $p = 0.00 < 0.05$. 3) there are no interaction between teaching methods and learning motivation of students to learn towards the results of accounting basics as indicated by the value of $F = 0.170$, $p = 0.682 > 0.05$. Thus, it was concluded that there is an influence of guided inquiry learning methods vs. free inquiry against student results.

Keywords: Guided Inquiry Learning Methods, Free Inquiry Learning Methods, Learning Motivations, Learning Outcomes.

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I. Introduction

The learning method is expected to be used in learning the basics of accounting not only the method of direct learning / expository more oriented to lecturers, but also the indirect method of learning-oriented students. With the indirect method of learning expected of students are given the opportunity to develop critical thinking skills in defining the concepts of basic accounting and the ability to observe the environment associated with learning problems which want to be solved.

However, the reality in the classroom practice in general educators still embrace the learning paradigm centered on the lecturer but not in students where learning takes place more in the nature transmitting the information even slipped on the "news book" which only involves the ability to think critically low, memorize[1]. Consistent with that view, Winkel[2] explains that the learners (teacher / lecturer) still believes that students will be more clever when more and more to know the facts. This view would interpret learn as many facts to memorize activities. In a pattern of this kind of learning, learners tend to be more transfer of facts or concepts without students interpret or construct the concepts being taught. The learning method is called as the expository method, which according to Wahab[3] that is expository method, the teacher only requires students to provide answers by simply recalling what they have already heard, read, or watched. Efforts to improve the quality of learning about the basics of accounting at school is a task that needs to be done by the learner. Learner is an important component to quality improvement of learning. Learner is a central factor in implementing the learning in the classroom. In the hands of learners who are professional, creative and innovative learning process will go well, otherwise if learners are not professional in the line of duty will affect deploy learning inferior and in time will affect the poor results of students learning about the concepts of the basics of accounting , The results of student learning has decreased due to the lack of application of learning methods in economic education majors of FKIP Undana less empowering students in learning activities.

Basically the implementation of learning undertaken by learners are learning with more conventional teaching methods directly. This is not in accordance with the principles of learning method which states that not

all learning method is suitable for all purposes and circumstances[4]. Therefore, the learner is expected to choose a method suitable to the circumstances. In the implementation of classroom learning, lecturer in accounting basics are still predominantly use conventional teaching methods in this method of direct learning or teaching methods that give freedom to the students to be creative based on his ideas without direction or a clear indication of the lecturer. Direct instructional methods according Hamruni[5] is a learning method that emphasizes the verbal process of delivering material from a teacher (lecturer) to a group of students (student) with the intention that students (students) can master the subject matter optimally. Similar opinion was expressed Killen[6] named this expository method in terms of direct instruction method (direct instruction). Expository method is effective for determining information or build skills step by step, so that the advantages of this method is easy to plan and to use, but it has a major drawback in developing capabilities, processes and attitudes necessary for critical thinking and interpersonal relationships as well as the study group[5]. In addition to learning dominated learning methods expository, state memprihatikann in organizing education according Setyosari[7] is the educational process in schools tends to increasingly ignore the element of educating and education as the substitution of the activity was more emphasis on aspects that are "exercises to sharpen the brain ". Educational activities should integrate the dimensions of cognitive, affective and psychomotor been overlooked and more emphasis on aspects of cognitive training alone. While learning provides critical thinking exercises (critical thinking) and social interaction (social interaction) only get a portion of the time very little because a teacher is only busy with routine tasks to quickly finish the curriculum which they are responsible with.

Based on this fact, there should be efforts to improve the quality of education, especially the quality of teaching in classes conducted by the learner (lecturer) in order to improve their understanding of science concepts that lead to the achievement of optimal learning results and the formation of a scientific attitude. Therefore, the researchers raised the issue of the quality of learning is titled "Influence of teaching methods (inquiry free guided inquiry-smoking versus smoking) and learning motivation toward learning outcomes of students in the subject of accounting basics first semester student majoring in economics education of FKIP Undana.

II. Methods

This research was conducted at the Department of Economics Education Faculty of Teacher Training and Education, University of Nusa Cendana Kupang Academy Year 2015/2016 by using the experimental method. The population of this study were all students of History Education FKIP Undana, from the population, the researchers took the study subjects were 70 students of the first semester, with 40 students in the grade A as a experimental group with teaching methods Inquiry Guided and 30 students in the grade B as a control group with using the method of free inquiry learning. Purposive sampling by cluster random sampling technique. The collection of data by using questionnaires and tests of learning outcomes. Data were analyzed using ANOVA technique of two-lane analysis is the prerequisite test Normality test using significant Lilliefors corection of Kolmogorov-Smirnov Test and Test of Homogeneity with Test F.

III. Result

Before giving the actions in each group, researchers conducted a pre-test to determine the ability of elementary students. Obtained an average pretest for experimental class taught using free guided inquiry learning method amounted to 50.83 with a standard deviation of 14.651, while the result of the pre-test to control classes taught using inquiry learning methods are non-smoking gained an average of 50.22 and a standard deviation of 15.706. It can be concluded that the difference in the average pre-test student results are not very significant.

Description of data is a picture of the data obtained to support the discussion of research results. Data after treatment post test load data for the free guided inquiry learning method and inquiry learning methods are non-smoking and learning motivation questionnaire. Students' test data which will be described consists of a data post test. Post test is a test that is given to the two groups after the treatment were carried out. This test aims to determine student results will be understanding of basic accounting concepts after treatment. Here is a test post data acquisition deskriptif learning outcomes either by using the free guided inquiry learning methods or by using free inquiry learning methods. The average post test student learning outcomes are taught using guided inquiry learning methods with high learning motivation criteria of 70.83, with a standard deviation of 9.023 and with low learning motivation criteria of 61.25, with a standard deviation of 10.945. While the average value of post test results of student learning is taught using free inquiry learning method, with the category of learning motivation high of 66.98, with a standard deviation of 15.380 and a low learning motivation category at 54.81, with a standard deviation of 13.134. If the average value of post test results of this study in comparison with the results of pre-test then there is an increase in the average obtained by the students taught using guided inquiry learning methods free inquiry learning methods.

Data analysis performed in this study to elaborate score learning outcomes based guided inquiry learning method Vs free inquiry learning method and criteria scores of students learning motivation to the learning outcomes of students in each - each group to determine the effectiveness (influence) learning method. After determining the effect of teaching methods, it will proceed with ANOVA statistical analysis of the two groups to carry out two different test groups. However, prior to testing hypotheses by statistical analysis ANOVA, will first be tested for normality and homogeneity test where the test is the assumption that must be met before data analysis.

Testing normality of the data in this study using the Kolmogorov-Smirnov test. Pre achievement test for the experimental group using guided inquiry learning method and the control group using the method of free inquiry learning have a value or significance probability greater than 0.05 ($0.999 > 0.05$). This results indicate that pre-test results of student learning to the experimental group and the control group with normal distribution. As for the data post test results of student learning to the experimental group and the control group with normal distribution, because the significance value (0.351) is greater than 0.05. Furthermore, the data will be analyzed to determine homogeneity of variance both for the experimental group or the control group. Test of homogeneity of variance in the experimental group with guided inquiry learning methods and the control group by the methods of free inquiry learning in terms of learning outcomes. To test the homogeneity of the known value of Box's M amounted to 12.873 with a significance of 0.111. If the significance value is compared with a significance level of 0.05, the price of Box's M with significant value $0.111 > 0.05$. Thus H_0 is accepted or matrix variants for the experimental group with guided inquiry learning methods, and the control group with free inquiry learning methods are the same or homogeneous.

Hypothesis testing is a step or procedure to determine whether the hypothesis stated in chapter 1 is accepted or rejected. Test test assumptions or prerequisites that have been described, obtained that the number of assumptions required for the testing of hypotheses have been studied. Thus further analysis feasible. For more details refer to the table below.

Tabel 1. Summary of Anova
Tests of Between-Subjects Effects

Dependent Variable: Pos Test of learning outcome						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	2070.540 ^a	3	690.180	14.621	.000	
Intercept	242459.079	1	242459.079	1.623E3	.000	
Learnig Method	392.165	1	392.165	32.626	.000	
Learn motivation	1833.894	1	1833.894	12.279	.000	
Learning method* learn Motivation	25.365	1	25.365	.170	.682	
Error	9856.945	66	149.348			
Total	308458.000	70				
Corrected Total	11927.486	69				

a. R Squared = ,174 (Adjusted R Squared = ,136)

In this study, the first thing to be investigated is the effect of the application of the methods of guided inquiry learning and free inquiry to the learning outcomes of students. Limits are used to determine whether there is any effect of applying a learning method seen from the thoroughness of students in learning by using guided inquiry learning methods and the methods of free inquiry learning to improve student results. From the table it can be seen that influence student learning outcomes that will be subjected to treatment (guided inquiry learning methods and the methods of free inquiry learning) is the same. It can be seen from the value of F for each statistical test scored 32.626 with p value or significance of 0.00. The significance value is less than the significance level used is 5% or 0.05. This shows that there are differences in learning outcomes of students taught using guided inquiry learning methods and learning outcomes of students taught using free inquiry learning methods.

After finding out that by applying the method of guided inquiry learning and free guided inquiry learning method has no effect in terms of student learning outcomes, it is necessary to note the difference between students who have high motivation to learn with students who have a low learning motivation. To determine whether there are differences in learning outcomes, analyzed by statistical tests were two groups. The results of the data analysis is based on the motivation to study showed that the calculated F value of 12.279

student motivation to learn the value of P-Value 0.00. If the significance value is compared with a probability of 0.05, the significance value is less than 0.05 (P value <0.05), so it can be concluded that there are differences in learning outcomes of students who have a high learning motivation and learning outcomes of students who have low learning motivation. Thus, it can be said that motivations to learn influencing on student learning outcomes. After finding out that by applying guided inquiry learning methods vs. free inquiry and motivations to learn has an influence on student learning outcomes, it is necessary to understand the interaction between the two methods of learning motivation to learn. To determine whether or not the interaction, then analyzed with statistical tests were two groups. From the table above it can be seen that the value of F statistic to test the interaction of obtaining a value of 0.170 with p value of 0.682. The significance value greater than 0.05, it can be concluded that there is no interaction between learning method with learning motivation in terms of student learning outcomes.

IV. Discussion

The results of data analysis, both of descriptive analysis and statistical tests showed that there were significant differences learning outcome of students taught using learning methods guided inquiry to contribute better to the students of the Department of Economics Education in the eye accounting fundamentals when compared to the results of learning taught to students using inquiry learning methods are free. Based on test results obtained descriptive statistics that the average achievement of students taught using guided inquiry learning methods are better than the students who are taught with methods of free inquiry learning. It is possible that the improvement of student learning outcomes triggered by the guided inquiry learning methods in the implementation, always observing the principles and characteristic guided inquiry. Through the principle of guided inquiry learning focused on the ability of students in the rediscovery (Reinvention) educational values accounting fundamentals and can foster an attitude or think critically about the problems encountered. The process of rediscovery of educational values and critical thinking are packed in the student worksheet (MFIs). Context is developed in accordance with the characteristics or syntax guided inquiry learning methods. According to Sund & Trowbridge[8], guided inquiry learning methods, teachers provide guidance or instructions are spacious enough to students. Teachers prepare the formulation of the problem as well as tools and materials. Investigation procedures are designed with the teachers and students, then students make observations to obtain data and test hypotheses. Data obtained from observations, then it is analyzed to make conclusions through group discussion. Kuhlthau[9] explains that guided inquiry used to (1) study that prepare students for lifelong learning, (2) integrate with the content being studied, (3) to transmit the concept to obtain information, (4) using a variety of learning resources, (5) students actually perform the steps of learning from planning to final product, (6) connect directly between what is learned to the real world of students, (7) makes student learning communities that work together, (8) students and teachers collaborate, and (9) is process-oriented and results. With these methods, students carry out an investigation based on the issues that have been well-prepared by teachers, and selection steps are determined by the student investigation. Thus it can be said that the differences in student learning outcomes in this study are influenced by the accuracy in the implementation of learning by using guided inquiry learning methods.

This result is consistent and reinforces the results of previous research. results are consistent with the results of research conducted by Marheni, et al.[10,11, 12]. Marheni [10] concluded that there is a difference in student learning outcomes using guided inquiry learning methods and the use of free inquiry learning methods. Agile[11] showed that there are significant differences of the result in understanding the concept and science process skills among students with the model group and the group of students guided inquiry learning model directly. Results of the research Mohammed[12] showed that there was an influence between guided inquiry learning and free inquiry modified on learning achievement. However, the results contradicted to the research of Mudalara [13] which concluded that the learning outcomes of students taught using free inquiry learning methods were higher compared to using conventional teaching methods.

Appropriate learning methods to achieve the goal of learning in subjects accounting basics is necessary to use in order to achieve the desired learning by learners and learners. This is in line with expert opinion on inquiry learning. Kuhlthau[9], describes that the inquiry is a learning approach where students discover, use a variation of resources and ideas to better understand, an issue, topic or issue. According to Sund & Trowbridge[8], built on the basis of inquiry learning diskoveri, because a student must use discovery capabilities and other capabilities in learning. Sanjaya[4] defines the method of inquiry learning is a series of learning activities that emphasize critical thinking and analytical processes to seek and find yourself on an issue that is questionable. This indicates that learners do not only answer questions but also investigate, exploration, look, ask questions, research, and study. Inquiry does not stand alone but together with the interest, the challenge for students to connect the curriculum with the real world. Many experts discuss social science inquiry learning as [14,15,16,17]. However, a more comprehensive explanation of the inquiry as proposed by Jarolimek (in Sumaatmadja[18], that "the major goal of inquiry-oreinted teaching is to develop in pupils Reviews those

attitudes and skills that will enable them to be independent problems solvers. This involve; more than simply knowing where to go to get needed information. It requires an attitude of curiosity, the ability to analyze a problem, the ability to the make and test "hunches" (hypotheses), and the ability to use information in validating Conclusions. Inquiry always involves a search for information that is related problem, such problem being in part generated by the pupils Themselves ". Thus, understanding the inquiry is not just limited to the inquiry or examination; it covers all the processes of research, curiosity, analysis, come to the conclusion about things inspected or investigated.

Guided inquiry method of learning and free inquiry is in accordance with the principles of dialogical learning-critical, direct experience (direct experiences) collaborative, and cooperative. This learning method refers to a number of basic principles of learning. Prinsi-basic learning principles in question are learning principles of active students (student active learning, group learning cooperative (cooperative learning), and learning participatory. In addition, the learning method is one of the changes the mindset of teacher centered towards student centered. Methods learning guided inquiry and inquiry-free is a lesson designed to help learners (students) understand the theory in depth through an understanding of learning patrik-empirical. the learning method is based learning problems that can be a program approach in order to encourage increased competition, responsibility, participation of learners, learning and influencing assess public policies (public policy), venturing to participate in activities between sstudents, schools, and community members.

In addition the results of this study also proves that there are differences between the student learning outcomes that have a high motivation to learn with students who have a low learning motivation. Learning outcomes of students who have a high motivation to learn is better than learning outcomes. It was found that a high motivation to learn a contribution of 64,29% and a low learning motivation a contribution of 35,71%. This suggests that the motivation to learn is one of the factors that affect learning outcomes. Other variables that can affect learning outcomes but not examined or not controlled in this study, can be family and socio-cultural students. The factors that influence a student motivation is the family background and his experience in the school. There was a significant relationship between learning motivation and students' living environment. Where, living environment was a determining factor in increasing motivation to learn.

This result is consistent and supported by previous research conducted by Noviyanti[19] , Ratna and Tairas[20] and Afandi, Tjetjep, and Astuti[21], Sheeraz Ahmad Rather[22]), and Tella[23]. Results of research conducted by Noviyanti[19] proved that the level of motivation to learn influencing on student learning outcomes. Ratna and Tairas[20] proved that there were significant learning motivation and behavior of individual perspectives on learning achievement. Similarly, the results of research Afandi Tjetjep, and Astuti [24] also proved the existence of differences in learning outcomes among students who had a high motivation to learn with students who had a low learning motivation. Students who had a high motivation proved to obtain better learning outcomes. While the research results Sheeraz Ahmad Rather[22] proved that the category of motivation to learn had an impact or influence on a student's academic ability, where academic ability had increased according to the category of motivation to learn. Students who had a high motivation to learn will have better academic ability of the students who had low learning motivation. Tella[23] proved that students who had a high motivation to learn obtain better learning outcomes of the students who had a low learning motivation. Motivation to learn is a very needed effort in learning. The results of one's learning tends to be influenced by the level of motivation. Motivation to learn is the tendency of trying to succeed and choose activities that are goal-oriented, success or failure (McClelland & Atkinson, in Slavin [24]. Meanwhile, Slavin[24] states that learning motivation is the desire to experience success and to participate in activities where success depends on personal effort and ability.

Atkinson in Djaali, [25] someone who had a high motivation to learn general expectation of success always overcome the fear of failure. He always felt optimistic in doing any of what he faced, so that every moment was always motivated to learn and to achieve its objectives. Motivation to learn to learn was the driving force of psychic inner lead learning activities of students. Mc Donald said that motivation was a change of energy within the person Characterized by affective reactions goal anticipatory arousal and motivation to learn was a change in one's personal energy that was characterized by the emergence of affective (feeling) and the reaction to achieve the goal. In the process of learning, motivation to learn was very necessary because someone who did not have the motivation to learn in learning, you would probably do a learning activity. From some views at the top of the motivation, it could be concluded that the motivation to learn is a psychic energy possessed, conscious, and emerged from within the individual, encouraging or move people to do something to achieve as expected. Later, Keller, Kelly, and Dodge (in Degeng[26] concludes that there are six learning motivation appears consistently found in the school context is as follows: (1) a person who has the motivation to learn high prefers involved in situations where there is a risk failed. That means he likes success but the success of challenges; (2) the key factors that motivate individual learning is intrinsic satisfaction from the success itself, not on extrinsic rewards, such as money and achievement. It has meaning that individuals who have high motivation to learn will work hard to achieve success regardless of whether the success will get extra money or

not as a reward; (3) a person who has the motivation to learn tend to make choices or actions that unrealistic. He tends to be realistic in assessing his ability with the tasks that will be done; (4) a person who has a high motivation to learn prefer a situation in which students can assess their own progress and achievement of objectives. He prefers to perform personal control over the execution of their duties, assess its own success, and make their own judgment in making decisions than do others; (5) a person who has a high motivation to learn has a time perspective to the future. This makes it has a tendency and feel that time is running so fast, and do not have enough time for the task. This encourages him uses as efficiently as possible; and (6) a person who has a high motivation not always show the average value of the high school.

The difference between people who have a learning motivation high and low learning motivation by Aydin & Coskun [27] are (1) the person who has the motivation to learn higher learning to be wise and clever, while those who have a low learning motivation seems to work just to be the best; (2) a person who has a high motivation to learn to put the goal with a medium level of difficulty, while people who have a low learning motivation is very easy to put the destination or very hard or difficult; (3) people who have a high learning motivation to learn has a keen sense of developing or developed, while people who have a low learning motivation does not have a sense of the developing or developed; (4) a person who has a high motivation to learn to plan within ourselves to strive, while people who have a low learning motivation plan for external factors; and (5) a person who has a high motivation to learn attempted to try to resolve any problems encountered, while people who have a low learning motivation almost did not want to try to overcome when dealing with problems.

These characteristics shows that students who have a high learning motivation tends to exert all efforts to achieve the goals set. Moreover, the achievement of that goal at the highest possible standard. Despite the intrinsic satisfaction score means more than the acquisition of learning outcomes. For students who have high motivation to learn definitely a maximum effort to master the content of lessons learned, however, also provide opportunities for them to achieve a high score. Students who have a desire to go forward always accept every job that is more challenging than the students who only feel satisfied when goal is reached. Mubiar[28] said that people who have high standards of learning motivation to learn, so it can affect high academic achievement as well. These individuals prefer to work in a situation when he gets feedback in order to know how well the task has been done, not like the success coincidental or due to the actions of others, and prefer to work on the task difficulty level of medium and realistic in achieving its objectives, the individual is innovative in performing a task, as well as individuals can accept failure or a task that has been done.

Motivation to learn plays an important role in determining learning achievement. Someone who has a high motivation to learn will have the desire and hope to succeed so that it will further enhance attention and concentration to absorb the lessons learned so that the results obtained will also increase. Conversely, if a low learning motivation, the learning results obtained will also be low. Thus, it can be concluded that the higher a person's level of motivation to learn, the higher the results obtained, or in other words that the students' motivation to learn the higher the learning outcomes obtained higher

The results of this study prove that there is no interaction between the learning method (guided inquiry learning methods and the methods of free inquiry learning) and learning motivation on learning outcomes of economics students in the subject of accounting basics. Learning outcomes of students who have high motivation to learn and be taught using guided inquiry method is higher or better than the learning outcomes of students taught using free inquiry learning methods. The results of this study found that the interaction between teaching methods and learning motivation with calculated F value of 0, 170 and sig. = 0.682. The significance value greater than 0.05, it indicates that no interaction between the learning method with learning motivation in terms of student learning outcomes. The results are cumulative contribution. The cumulative contribution is not as big as variable contribution instructional methods or learning motivation variables when analyzed partially. It is given that the interaction between teaching methods and learning motivation can impact differently on different people, or in other words, the combined contribution between variable methods of learning and motivation to learn does not give a different effect on each student.

The results are consistent with previous studies, but there is not in line with previous studies. Cahyono and Joko[29] showed that there was a significant interaction between method of teaching and learning motivation towards learning outcomes both on the cognitive learning, affective, and psychomotor. Research Amin[30] showed that there was a significant interaction effect learning strategy and learning motivation on the ability to understand the lessons. In addition to the findings of researchers who do not support the results of this study, there is also research findings that support and keeping in line with the results of previous studies, including; research findings presented by Setyaningsih[31] that the learning strategies and motivation levels showed no interaction effect on learning outcomes, it is in line with research Arimbawa et al.[32] which shows there is no interaction between project-based learning strategies with the ability solve motivation issues, such as the results of research Tan [33] states that learning strategies do not have a strong interaction with the learning motivation towards the acquisition of learning outcomes. This study is in line with Renchler [34] showed that

the strategy has a strong influence on learning outcomes, but when interacted motivation to learn it turns out the role of dominant learning strategy is not enough on learning motivation on learning outcomes. It is also confirmed by Panitz study[35] that although theoretically learners who have a high motivation to learn different significantly with low learning motivation to the study results, but when interacting with this type of learning strategy appears that learning strategy does not dominate the influence.

Guided inquiry-based learning has the objective to develop and apply the skills that are important that problem-solving skills by studying alone or teamwork and obtain extensive knowledge and develop creativity and critical thinking of learners. Learners have a role as inspirational to raise the potential and abilities of students as learners. Through the development of these skills students are expected to be able to solve the problems faced by their environment well. Guided inquiry learning method can improve student learning outcomes, in this case has meaning can increase student participation. Guided inquiry learning method emphasizes the mastery of inquiry skills to overcome the problem, so that students are trained to think, solve problems and become independent learners. In addition to guided inquiry learning methods, the method of learning that can improve critical thinking skills in problem solving is free inquiry learning methods. Free inquiry learning method is a model of student-centered learning. Students are directed to the learning objectives to be able to master a skill and ability in accordance with the competencies targeted. Free inquiry method in the learning process of students positioned in challenging conditions to hone skills in scientific reasoning and knowledge in previously belonged to discover something new independently or to find solutions to the problems encountered. With the method of free inquiry learning students are in the competitive environment in completing tasks to get the job as well - good from another person or from the other groups. Students in the learning process more find yourself something new to him then he will further improve motivation in looking for something related to new things he knew, because the more knowledge he get himself he felt honored that he could find something the new before everyone else finds.

Supposedly students with high learning motivation will have an orientation to the destination, the long-term orientation, self-confidence, perseverance, using time as possible so that the result is higher ambitions than the students who have low learning motivation. But in this study did not prove there was an interaction effect learning method (guided inquiry and inquiry-free) and motivation together can improve student learning outcomes through the understanding of the concept of local history. This is due to many factors, including: (1) short term research that influence learning method not the visible; (2) any other factors that affect student learning outcomes-good factor of himself and of his environment; (3) The subject matter provided in this study is not too hard so that the difference between the learning outcomes of students who have high motivation and low motivation are not too visible.

The results of this study indicate that all variables have an influence on the improvement of student learning outcomes, and therefore the study on economic education, lecturers need to optimize the application of appropriate learning methods, pay attention to learning motivation of students, because each showed a strong influence on the achievement of results student learning in basic subjects-base- accounting.

V. Conclusion

Based on the results of hypothesis testing and discussion by using $\alpha = 0.05$ significance level can be concluded that there is influence between guided inquiry learning methods Vs free inquiry and motivation to learn the results of learning the basics of accounting majors FKIP Undana economic education. In more detail, the data penellitian also support the conclusion that: (1) no significant differences in learning outcomes between groups of students treated guided inquiry learning methods and student groups treated with methods of free inquiry learning; (2) there are significant differences in learning outcomes between groups tang students who have a high motivation to learn and a group of students who have low learning motivation; and (3) there is no interaction between teaching methods and learning motivation on learning outcomes.

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