



Appreciative Inquiry Approach in Limited Face-To-Face Learning at SMAN 1 Pusakanagara

Dyah Tri Susilawati¹; Tono Prayogo²; Anwar Shidiq Santoso³

¹Indonesia History Education, SMAN 1 Pusakanagara, Indonesia

²Mathematics Education, SMAN 1 Pusakanagara, Indonesia

³Geography Education, SMAN 1 Pagaden, Indonesia

¹Corresponding Email: dyahtrisusilawati3@gmail.com, Phone Number: 0821 xxxx xxxx

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Abstract: This research is intended as a response to limited face-to-face learning which is a new model in the learning system, this is intended as a reaction in preventing the transmission of COVID-19. As a learning model that has just been implemented, of course, there will be many obstacles faced theoretically and technically. Therefore, a proactive effort is needed to answer the challenges in limited face-to-face learning. The teacher's adaptive attitude in terms of pedagogy and professionalism is needed as a solution. One of the steps that can be taken is to use an appreciative inquiry approach to find a learning model that remains limited to face-to-face learning. This study uses a descriptive qualitative method with an appreciative inquiry approach that will reveal a limited face-to-face learning model that is following the characteristics of students at SMAN 1 Pusakanagara. This study involved 369 respondents from a total population of 1,080 respondents by taking samples of three groups (study groups) at each level. The data was obtained through a questionnaire distributed via a google form, then reduced and analyzed. The period of this research is September to December 2021. The stages of appreciative inquiry are defined, discovery, dream, design, and destiny or delivery. Based on the analysis using an appreciative inquiry approach, it is concluded that several face-to-face learning models are limited at SMAN 1 Pusakanagara, including direct practice learning models, project-based learning models, problem-based learning models, and inquiry learning models.

Abstrak: Penelitian ini ditujukan sebagai respon dari pembelajaran tatap muka terbatas yang merupakan model baru dalam sistem pembelajaran, hal ini dimaksudkan sebagai reaksi dalam pencegahan penularan COVID-19. Sebagai model pembelajaran yang baru diimplementasikan, tentu saja dalam pelaksanaannya akan banyak kendala yang dihadapi baik secara teoritis maupun secara teknis. Maka dari itu, diperlukan suatu upaya yang proaktif untuk menjawab tantangan dalam pembelajaran tatap muka terbatas. Sikap adaptif guru dalam hal pedagogik dan profesional sangat dibutuhkan sebagai tindakan yang solutif. Salah satu langkah yang dapat dilakukan adalah dengan menggunakan pendekatan inkuiri apresiatif untuk menemukan model pembelajaran yang tetap pada pembelajaran tatap muka terbatas. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan inkuiri apresiatif akan mengungkapkan model pembelajaran tatap muka terbatas yang sesuai dengan karakteristik siswa di SMAN 1 Pusakanagara. Penelitian ini melibatkan 369 responden dari total populasi 1.080 responden dengan mengambil sampel tiga rombel (rombongan belajar) pada tiap tingkatan. Data diperoleh melalui angket yang disebar melalui google form, kemudian direduksi dan dianalisa. Adapun rentang waktu penelitian ini adalah september hingga desember 2021. Tahapan inkuiri apresiatif adalah define, discovery, dream, design, dan destiny atau delivery. Berdasarkan analisa dengan menggunakan pendekatan inkuiri apresiatif maka disimpulkan beberapa model pembelajaran tatap muka terbatas di SMAN 1 Pusakanagara, antara lain: model pembelajaran praktek langsung, model pembelajaran berbasis proyek, model pembelajaran berbasis masalah, serta model pembelajaran inkuiri.

A. Introduction

Ideally, after following the learning process students can implement what they have learned. Explicit messages from the learning process should be interpreted as the basis for the way students think and act in their interactions in society. So here the learning process can be interpreted as a series that forms the perspective and life skills of students in solving the problems they face. From this statement, it can be seen that in learning there is a learning process experienced by students. "Learning is defined as a process of changing behavior as a result of individual interactions with their environment. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed. The process of behavior change can occur in various conditions based on the explanations of educational and psychological experts. (Pane & Dasopang, 2017).

While learning is a series of processes from planning, implementation to evaluation. The activity requires a plan so that the implementation can run well. Therefore, teachers who have managerial duties and functions must be able to make a learning plan. The Learning Implementation Plan (RPP) also describes the syntax of the learning process in the classroom so that in its implementation it can produce measurable and directed learning, then to find out the achievement of teaching and learning activities at that time it can be done by carrying out post-tests.

Learning is currently carried out with a limited face-to-face model, meaning that learning carried out in the classroom face-to-face is only attended by 50% of the number of students it should be. This is intended to prevent the risk of transmission of COVID-19. Although face-to-face learning will be implemented, face-to-face learning during a pandemic is not the same as learning in normal times so it is necessary to choose the right strategy so that the implementation of face-to-face learning runs optimally. Two strategies can be done, such as a teacher-centered learning approach called expository and a student-centered learning approach called inquiry (Pattanang et al, 2021).

From this approach, we can determine an effective and efficient learning model to be applied to limited face-to-face learning conditions. In face-to-face learning, teaching and learning activities are limited in time which was initially carried out in 1 hour of lessons carried out for 45 minutes, currently learning is only carried out for 20 minutes in 1 hour of lessons. Changes in patterns and habits will slightly affect the teaching and learning process so that teachers are expected to be able to adapt to current conditions. "The model related to learning which is commonly referred to as the learning model is defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives, and serves as a guide for learner designers and teachers in planning and implementing learning activities. Winaputra (in Tayeb, 2017)". Therefore, learning activities are activities that are purposeful and gradual.

By intervention, the learning model is a series of activities that create the expected conditions in the learning process to achieve certain competencies by the learning objectives. This philosophy opens the problem formulation to find an effective and efficient limited face-to-face learning model at SMAN 1 Pusakanagara by using the "Appreciative Inquiry

Approach in Limited Face-to-Face Learning at SMAN 1 Pusakanagara". Appreciative Inquiry (AI) means Appreciative Inquiry. According to Cooperrider et al, (in Satriawan et al, 2021) appreciative inquiry is a philosophy that integrates an approach and process that involves many people at various levels to produce positive change. and effective. As a philosophy and framework, appreciative inquiry can be adapted and combined with various other organizational processes such as leadership, redesign of structures and systems, and even transformation of organizational culture (values and beliefs). Appreciative inquiry can also be defined as a coevolutionary search for the best of individuals, their organizations, and the relevant realities around them. At its broadest focus, the appreciative inquiry framework involves the systematic search and discovery of what can give life to living systems most effectively and constructively economically, ecologically and humanly".

B. Method

Through qualitative research with descriptive methods will find a limited face-to-face learning model through the potential and external conditions of students at SMAN 1 Pusakanagara. The data was obtained through indirect interviews using a questionnaire distributed via a google form. The data is processed, reduced, and arranged to find answers to the problem formulation presented in the introduction, namely finding effective and efficient learning is limited to face-to-face learning through an appreciative inquiry approach at SMAN 1 Pusakanagara. This research was conducted from September to December 2021, involving 369 respondents from a total population of 1,080 respondents.

C. Result and Discussion

"The appreciative approach focuses more on appreciation of existing achievements, achievements and strengths, as well as the best experience ever (proven) that determines success", Munir (in Triyanto et al, 2020). In the context of learning, the appreciative inquiry approach is an effort to guide students to their best condition or performance through optimizing their strengths or potential. "The inquiry learning method is an important component in a constructivist approach that has a long history of innovation or educational reform. In discovery or inquiry learning, students are encouraged to learn largely through their active engagement with concepts and principles, and teachers encourage students to have experiences and conduct experiments that enable them to discover principles for themselves" (Sanjani, 2019). Currently, face-to-face learning is limited to many obstacles; starting from management, determining learning models, competency achievement, to conducting learning evaluations. Through an appreciative inquiry approach, students "know their problems, examine their options, make decisions, and solve problems" (Alisah, 2019). "Five general phases in the appreciative inquiry cycle, namely define, discovery, dream, design, and destiny or delivery phases" (Hormat, 2011).

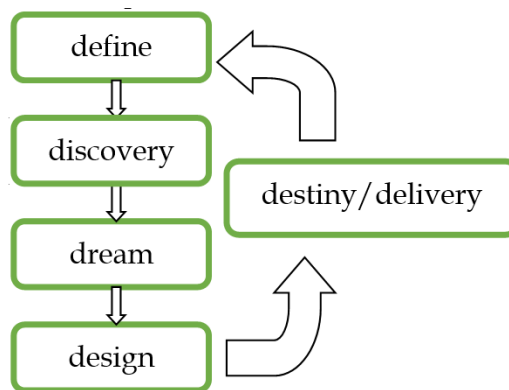


Figure 1. Appreciative Inquiry Flow

Define

In this phase, students are asked questions related to the problems faced in limited face-to-face learning. By revealing the problems he faces, it is hoped that several alternatives will emerge that can be used as references to get a limited face-to-face learning model that is following the characteristics of students at SMAN 1 Pusakanagara.

Apa yang menjadi hambatan pembelajaran tatap muka terbatas?

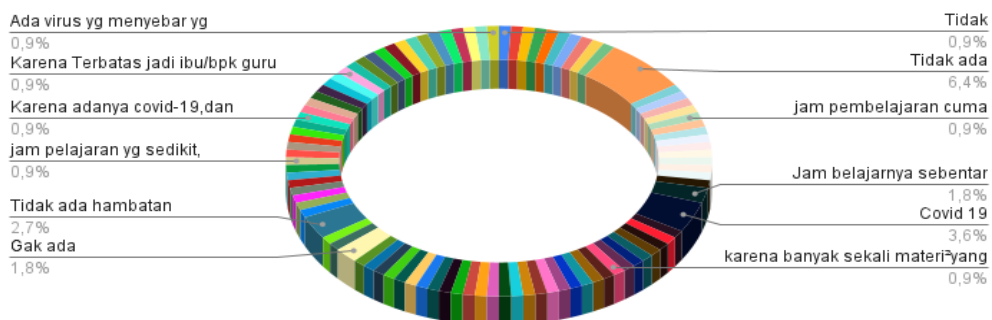


Figure 2. Define

369 responses consisting of three groups in Class X, three groups in Class XI, and three groups in Class XII, 10.7% said that there were no problems in limited face-to-face learning at SMAN 1 Pusakanagara. As many as 3.6% of respondents think that learning time is relatively short, in face-to-face learning usually one hour lesson lasts 45 minutes but currently, one hour lesson only lasts 20 minutes. The short learning time has an impact on the delivery of material that is less than optimal so many students complain that the material presented cannot be understood clearly. In addition, a short time causes a lot of material that is not conveyed. The same obstacle was faced by teachers at SMAN 3 Seluma who stated that "teachers have more difficulty adjusting the delivery of material between online students and limited face-to-face meetings" (Harimurti, 2021).

Another thing that arises in the limited face-to-face learning problem is that the interaction with classmates becomes awkward because the intensity of the meeting is

divided into two sessions based on the order of absence. Other students stated that it was a little difficult to understand the material that had to be practiced directly, such as lab or chemistry practice, and another problem that students had to face, namely the ineffective division of sessions and made students from sessions 1 and 2 less familiar. with normal days before there was a pandemic like now and also there are still many students who still buy and eat their food at school which causes the canteen or cooperative to be a place for students and students to gather. The same complaint was experienced by students at the DDI Islamic Middle School in North Sangata who expressed "high enthusiasm to meet friends again, study together, and even joke together during breaks, but not the same as before the pandemic. Students still have to comply with health protocols. One of them is by not making crowds or staying away from crowds for the common good" (Nursalim et al, 2021).

Discovery

The Discovery phase is the stage of extracting inspirational stories within the organization or community. These inspirational stories are useful for discovering the driving factors behind such success, and summing up the positive core that an organization or community has. The positive core is the main strength that the organization has in achieving impressive achievements in the past, to be used today in realizing future dreams. "In the discovery stage, participants are encouraged to think about their best contribution ever to the community" (Wibowo et al, 2020).

This discovery stage is stimulated by the question How should face-to-face learning be carried out? of these questions, 4.2% of respondents answered that the face-to-face learning carried out did not burden students with many tasks.

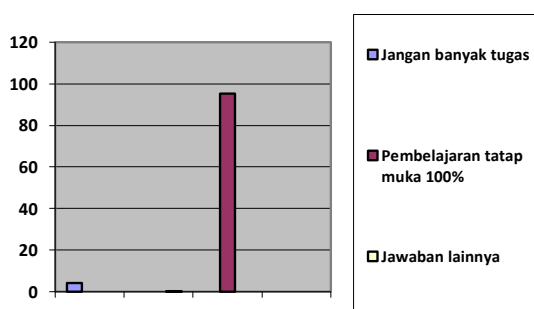


Figure 3. Discovery

As many as 95.6% of respondents expect that face-to-face learning can be implemented 100%. Respondents thought that face-to-face learning which was not divided into two sessions would be more effective and efficient. Implementing strict health protocols will be a solution for the implementation of 100% face-to-face learning. Students also hope that the teacher conducts a basic competency analysis so that the learning objectives can be achieved properly. Giving students choices about how to learn is an implementation of Ki Hajar Dewantara's philosophy of independent learning. "The essence of Merdeka Learning is to explore the greatest potential of teachers and students to innovate and improve the

quality of learning independently. Mandiri is not only following the educational bureaucratic process but truly educational innovation”, Prayogo (in Saleh, 2020).

Dream

In the dream building phase, based on what has been learned in the discovery phase, namely positive core and success experiences, the organization or community builds a dream about what is maximally possible to achieve. The result of this stage is in the form of a collective dream map of the organization or community, or it can be continued to the formulation of a vision statement for the appreciative inquiry process in the context of visioning and planning. “Building a dream is the next step in the form of dreams, aspirations, and hopes. At this stage, it is necessary to identify what hopes or ideals will be achieved with the existing potential. All parties must jointly reflect on each other in the form of enthusiasm to realize these expectations by working hard together” (Khoiri & Faristiana, 2021).

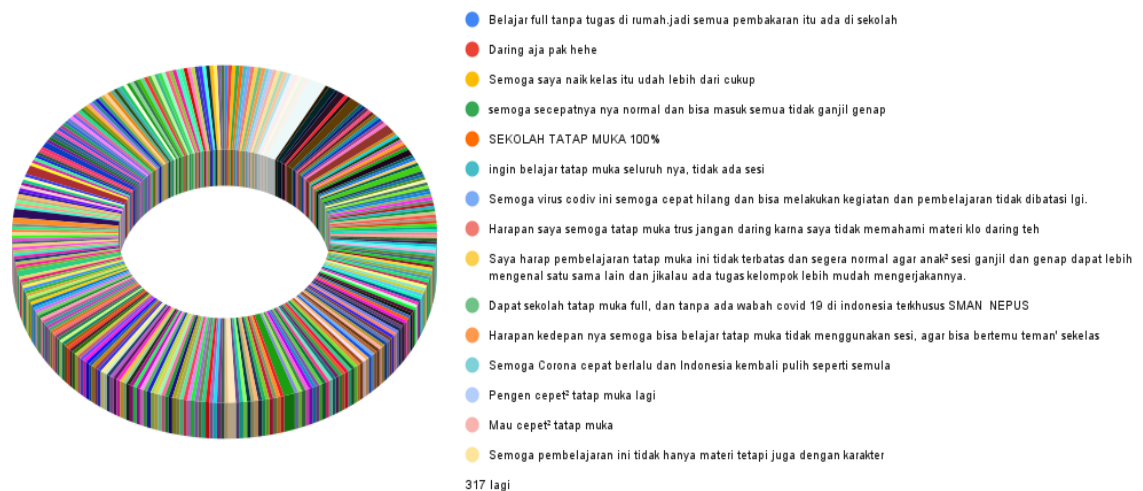


Figure 4. Dream

To be able to explore dreams, respondents were asked questions that could stimulate their dreams. What hope do you want to convey? From the expectations expressed by respondents, 92.6% hope that the COVID-19 pandemic will end soon and learning can be done face-to-face 100% without sharing sessions. Respondents also thought that the subject teachers who teach in the classroom should convey the material briefly, concisely, and clearly so that it does not take long in learning so that it does not crash into the next lesson.

Pola belajar seperti apa yang disukai? apakah materi disampaikan melalui gambar, video, atau praktek langsung?

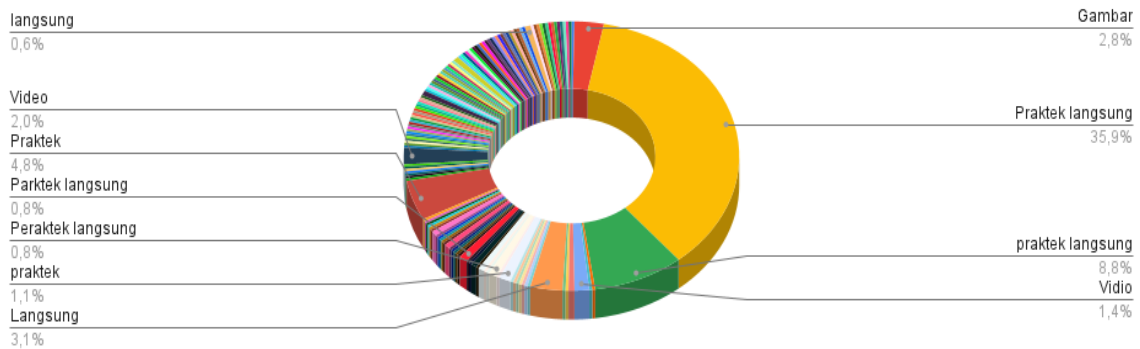


Figure 5. Desired Learning Pattern

From the diagram above, information can be obtained in the form of learning patterns desired by students. As many as 54.8% want to learn by involving active students or by using practical learning models. While as many as 2% of respondents want learning delivered using pictures or PowerPoint and the remaining respondents hope that learning is delivered through learning videos.

Design

In simple terms, the design phase is defined as "giving shape to dreams". This phase is also often described as the "determine what ought to be" stage. To be able to design a limited face-to-face learning model that fits the characteristics of students at SMAN 1 Pusakanagara, questions are used about whether teachers should deliver material during limited face-to-face learning?

Harus seperti apakah guru menyampaikan materi pada saat pembelajaran tatap muka terbatas?

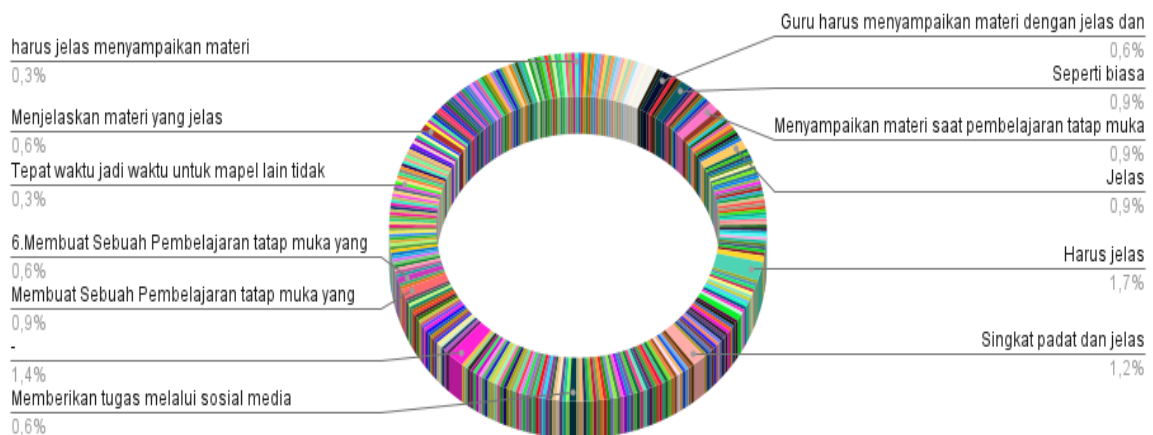


Figure 6. Design

Respondents hope that in the implementation of limited face-to-face learning the teacher can explain the material briefly, concisely, and clearly. The material is presented briefly and considering that the time in face-to-face learning is limited to only 20 minutes/1 lesson hour. Furthermore, respondents hope that teachers can pay attention to students' abilities in learning because in learning there are students who receive the material quickly and there are also students who understand the material slowly. These factors must be considered by the teacher so that all students can understand the material well.

Stages of Destiny or Delivery S

As with the design phase, there are various ways of looking at and treating the destiny phase (some references use the term delivery). Many practitioners of appreciative inquiry and organizations use appreciative inquiry, making the destiny phase a phase of implementing the dreams and plans generated in the previous phases of appreciative inquiry into real action. Others fill this phase by building commitment from members of the organization or community, and some make this phase the stage of detailing the action plans produced in the design phase into a more detailed action plan. "The last stage is destiny, which is to define a path to create a bright future for them. At this stage, there is a series of behaviors in the form of concrete actions and innovations that support their learning" (Farihah & Sanusi, 2021).

As the last stage of a series of actions with an appreciative inquiry approach, several limited face-to-face learning models will be presented that are by the characteristics of students at SMAN 1 Pusakanagara. In the following, several choices of limited face-to-face learning models will be presented, including; direct practice learning models, project-based learning models, problem-based learning models, and inquiry learning models. These learning models are only a reference, not mandatory and binding so teachers at SMAN 1 Pusakanagara can choose one of the learning models references to be implemented in their learning.

Project-Based Learning Model

"One of the learning models that can accommodate students in learning achievement, critical thinking skills, and can develop students' self-confidence is project-based learning. Project-based learning is a learning model with project activities", Thoma (in Azizah & Widjajanti, 2019).

Edutopia (in Jamaludin, 2018) describes the steps of project-based learning as follows: "1) Start with the essential question, 2) Design a plan for the project, 3) Create a schedule, 4) Monitor the student and the progress of the project, 5) Assess the outcome, 6) Evaluate the experience".

Problem Based Learning Model

"The ability to decipher and conclude information to solve problems is often referred to as analytical-synthetic ability and can be improved using problem-solving methods" Farina et al (in Fitriyani et al, 2019).

Arends (in Zakiah et al, 2019) explains that there are five stages in implementing problem-based learning, namely: "1) Orienting students to problems; 2) Organizing learning activities; 3) Guiding independent and group investigations; 4) Develop and presenting the work; 5) Perform analysis and evaluation of the problem-solving process.

Inquiry Learning Model

"The Guided Inquiry learning model is a model that guides students in developing thinking skills and emphasizes scientific attitudes". (Lovisia, 2018). According to Taranto (in Lovisia, 2018) the steps of the guided inquiry learning model are as follows: 1. Presenting questions or problems including activities to explore students' prior knowledge through demonstrations, encouraging and stimulating students to express opinions to their groups. 2. Creating a hypothesis includes the activity of proposing a temporary answer to the problem and is directed at determining the hypothesis that is relevant to the problem and prioritizing the hypothesis which is the priority of the investigation. 3. Designing experiments according to the existing steps and studying experimental instructions, conducting experiments to obtain information including conducting experiments and obtaining information through experiments. 4. Collecting data and analyzing data includes activities to find and collect as much data as possible and analyze the data that has been collected to prove whether the hypothesis is true or not. 5. Concluding data includes activities to conclude data that has been grouped and analyzed and conclusions are drawn and then matched with hypotheses.

D. Conclusion

This study reveals a limited face-to-face learning model that is following the characteristics of students at SMAN 1 Pusakanagara by using an appreciative inquiry approach. Based on the analysis that the face-to-face learning model is limited according to the characteristics of students at SMAN 1 Pusakanagara, namely: direct practice learning model, project-based learning model, problem-based learning model, and inquiry learning model.

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