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How Inquiry Learning Model Affects Students' Learning Results and Critical Thinking Skills in Covid-19 Pandemic?

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Abstract

The study aimed to determine 1) how the effect of the inquiry learning model on critical thinking skills, 2) how the effect of the inquiry learning model on learning results and critical thinking skills, and 3) how the inquiry learning model affects learning results and critical thinking skills with attention to the Covid-19 pandemic. This research was a quantitative study with a survey approach. The data collection technique was carried out by observation and questionnaires with the 71 students of XII Grade in Yogyakarta 4 Senior High School. The results of the data analysis indicated that 1) the inquiry learning model had a significant effect on learning results with a level of effect of 73.0%, 2) the inquiry learning model had a significant effect on the critical thinking skills of 69.1%, 3) the inquiry learning model had a significant effect on learning results and critical thinking skills with p-value of 0.000 < than 0.05. These results indicated that the inquiry learning model in the Covid-19 Pandemic era could improve the students' learning results and critical thinking skills.

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INTRODUCTION

Since the first case was officially announced by the Indonesian government in early 2020, the Covid-19 pandemic has had a massive impact on people's lives. The activities of schools, offices, and places of worship, markets, and many activities in other places were also affected by the pandemic. In school, learning is adapted by using distance learning methods with various online media (Hermanto et al., 2021). Therefore, at this time, people are required to be more adaptive, quickly learn from the Covid-19 pandemic.

Efforts made to continue teaching and learning activities by reducing the quality of teaching and learning activities themselves are a problem that may not have been resolved until now (Arlinwibowo et al., 2020). It starts from the infrastructure owned by various students, the bad signal quality to some regions, and the lack of educators' creativity in teaching. This is a serious problem to the quality of education in Indonesia, which needs to be improved without the Covid-19 pandemic (OECD, 2016, 2019a, 2019b, 2019c, 2019d; Thien et al., 2015). The teachers have a central role in implementing learning in schools (Syah et al., 2017), both during the Covid-19 pandemic or not.

Carrying out distance learning without sacrificing the quality of learning is a challenge for teachers. In the conditions of the Covid-19 pandemic, teachers are required to be able to answer these challenges by how to create creative and fun learning during distance learning. Kuswati (2016) stated that one-way learning is no longer effective in the technological era, especially in the current pandemic era. One effort that teachers can make is to use an inquiry learning model. The inquiry learning model originates from a state of uncertainty or imbalance that causes the need to overcome uncertainty and restore the existing balance. Dewey (1986) stated that a human's learning, development, and growth will be optimal when they are faced with real and substantial problems to solve. The inquiry learning model itself is a learning process that is built on the questions posed by students. Students are encouraged to collaborate in solving problems or questions that they face. The teacher's task of inquiry learning model does not provide material or direct knowledge to students but it emphasizes students who can go through the process before finding their knowledge or answers to the questions they are looking for (Dewey, 2006; Sikandar, 2016)the highest growth was obtained at pH 6 (57 mm colony diameter in 28 days.

In line with the explanation, inquiry learning can be interpreted as teaching that starts from forming and testing hypotheses, looking for information, and then processing it systematically, critically, and logically before finding answers to the hypotheses compiled (Bell et al., 2010; Bevins & Price, 2016; Gulo, 2004; Schunk, 2012; Wenning, 2011b). Inquiry learning has four reasons why this learning model is necessary for school, namely: 1) enhancing the intellect of students, 2) generating intrinsic and extrinsic motivation, 3) helping students learn to discover, and 4) helping improve students' memory. Furthermore, in the process of inquiry, students learn how to solve problems and learn from various tasks or investigations (Takaya, 2008). Then in other literature, inquiry learning also states that the purpose of the learning is to encourage students to use their reasoning, obtain general principles, and then apply them in new situations (Wagh et al., 2017).

The inquiry learning model is also highly recommended for schools because it has various advantages, in which inquiry learning emphasizes cognitive, affective, and psychomotor aspects. Inquiry learning can also provide more space for students to play an active role in the learning process, as well as being considered by the development of modern learning psychology, and last but not least, and inquiry learning can serve the needs of students who have abilities above average (Ibnu, 2014). Fauziah (2015) stated that the inquiry learning model is effective for improving learning achievement, affective abilities, and psychomotor abilities of students in economic learning.

In line with the theoretical statements, inquiry learning is always based on questions or problems experienced by students which encourage them to seek answers or solve problems by carrying out investigations that have a systematic, critical, and logical flow of thinking by utilizing every resource available to answer questions or solve problems that they know. Based on the observations in the Yogyakarta 4 Senior High School, there are still many teachers who do not choose inquiry as a learning model where there are only 10,7% courses that used to Inquiry Learning. Furthermore, Inquiry learning is used very little in learning, while learning in this pandemic era is more suitable for using learning models that can arouse students' critical power, and are expected to improve student learning outcomes.

The decreasing learning results of students must continue to be strived for, so the learning in schools still reaches predetermined standards. This is because the optimal learning results of stu-

dents are one of the expected goals of a learning process. The inquiry learning model can improve learning results and students' self-confidence. Most prioritized learning results are increasing the ability of students, both in the knowledge and skills that they have acquired and in the mastered learning process (Joyce et al., 2004, 2016). Besides, the assessment of student learning results can be divided into a cognitive, affective, and psychomotor aspect of the students' ability (Anderson et al., 2001; Krathwohl, 2002) Moreover, learning results themselves can be interpreted as changes in behavior that have occurred through the learning process. This behavior change is in the form of the abilities of students after learning activities which are the result of learning acquisition (Sudjana, 2005, 2009a; Sudjana & Rivai, 2017). In line with the opinion, learning can also be interpreted as an effort made by a person to obtain the desired behavior change as a result of his or her own experience in interactions with the environment (Domínguez et al., 2013; Kent et al., 2016; López-Pérez et al., 2011; Slameto, 2003).

Based on various literature sources related to the learning results, it can be understood that learning results are changes in a person's behavior for the better in terms of cognitive, affective, and psychomotor after going through the learning process. Also, student learning results have an important learning process, because, with student learning results, we can find out how effective the learning model is being implemented. Based on the preliminary research in the Yogyakarta 4 Senior High School, the researcher obtained that only 18.72% of students passed through the minimum score. Thus, the result showed that there was still a need to improve the quality of learning carried out to achieve the competencies expected by students.

In addition to the learning results of students that must be achieved. It is also hoped that distance learning which is carried out with various online media that can improve the critical thinking skills of students. That is why the inquiry learning model also supports students to develop critical thinking skills and supports students to achieve optimal learning results. The aim of the teaching model is a specific approach to instruction helping students develop critical thinking skills and gain a deep understanding of certain content forms (Eggen & Kauchak, 2012). Anam (2017) stated that the purpose of using the inquiry learning model is 1) to construct the thinking systematically, logically, and critically, or 2) to build intellectual abilities, in the proportion of mental processes.

Furthermore, Smalhorn et al. (2015) stated that, by increasing opportunities for students to engage inquiry-based activities, a teacher can increase engagement of learning content and assist the development of students' critical thinking skills. Critical thinking is a reasoned reflective thinking process focused on determining what to believe or do (Baron & Sterenberg, 1987; Lai, 2011; Mulnix, 2012). Meanwhile, critical thinking also means that evaluative thinking involves the use of relevant criteria in assessing the accuracy, relevance, reliability, consistency, and bias of the obtained information (Bowell & Kemp, 2015; Holmes et al., 2015; Langrehr, 2003; Sumarmo et al., 2012). Based on the explanation, the critical thinking skill can be interpreted as a reflective thinking process that is focused on a specific goal by assessing the accuracy of the information, relevance, consistency, validity, and bias before making decisions or conclusions.

Based on the data and facts, it shows that there is a need to research how the inquiry learning model in Covid-19 pandemic affects students' learning results and critical thinking skills where the objectives are to determine the effect of the inquiry learning model on learning results, and students' critical thinking skills, either partially or simultaneously. Also, this research was conducted during the Covid-19 pandemic, where this situation was an extraordinary condition that required schools to learn by distance, so the research was carried out according to the situation in the schools.

METHODS

This study was quantitative research with a survey approach. Sugiyono (2010b) stated that the survey was conducted by observing learning at school and distributing questionnaires to be filled out by students. This study used a questionnaire, observation, and documentation for the data collection technique. The questionnaire in this study used a Likert scale and was used to measure the effect of the inquiry learning model on student learning results and critical thinking in learning in the Covid-19 pandemic era. The following is an overview of the research model in this study.

The indicators used in this study are as follows Table 1.

Table 1. Indicators of the Variables

Inquiry Learning (X)	Sources	Learning Results (Y1)	Sources	Critical Thinking (Y2)	Sources
Students can make hypotheses	(Bell et al., 2010; Bevins & Price, 2016; Gulo, 2004; Schunk, 2012; Wenning, 2011a)	Students can understand the science of management	(Domínguez et al., 2013; Kent et al., 2016; Krathwohl, 2002; López-Pérez et al., 2011; Slameto, 2003; Sudjana, 2005, 2009b; Sudjana & Rivai, 2017)	Students can think reflectively	(Bowell & Kemp, 2015; Holmes et al., 2015; Langrehr, 2003; Sumarmo et al., 2012)
Students can make hypotheses		Students can analyze management problems		Students can think focused on the problem	
Students can search for information		Students can solve management problems		Students can assess the accuracy of information	
Students can search for information		Students can plan management		Students can assess the relevance of the information	
Students can process information critically		Students can implement management		Students can assess the constancy of information	
Students can process information logically		Students can internalize POAC in daily life		Students can assess the validity of information	
Students can find answers		Students can internalize management levels in everyday life		Students can assess the tendency of information	

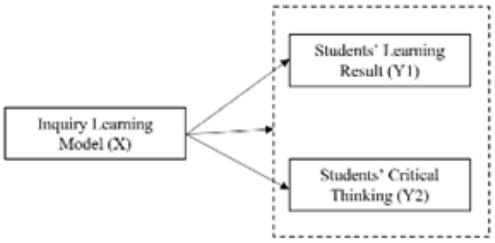

Figure 1. Research Model

Participants

Participants in this study were 71 students with a population of 246 students of XII Grade in Yogyakarta 4 Senior High School. The number of participants was determined based on the Slovin formula, namely: (Sugiyono, 2010b, 2010a). The data sampling technique in this study used probability sampling techniques, simple random sampling, where this technique was intended so that the data in this study can represent the entire class so that conclusions can be generalized to one population group taken (Cresswel, 2012).

Data Analysis Technique

The data of this study were analysed by using multiple regression analysis, where the aim was to analyze the effect of the inquiry learning model on students' learning results and critical thinking both partially and simultaneously. Data analysis in this study was carried out by using the help of the SPSS.16 application. Data analysis in this study was carried out after the data passed the validity, reliability, and classic assumptions test (Sugiyono, 2010b, 2010a).

Based on the analysis, the data showed that the questionnaires were valid and reliable. Testing the validity of each variable can be seen in the following table:

Table 2. Validity Test of Inquiry Learning

Question Item Number	R Count	R Table	Description
1	0,885	0,361	Valid
2	0,796	0,361	Valid
3	0,858	0,361	Valid
4	0,879	0,361	Valid
5	0,752	0,361	Valid
6	0,793	0,361	Valid
7	0,701	0,361	Valid

Table 3. Validity Test of Learning Result

Question Item Number	R Count	R Table	Description
1	0,778	0,361	Valid
2	0,835	0,361	Valid
3	0,855	0,361	Valid
4	0,919	0,361	Valid
5	0,854	0,361	Valid
6	0,804	0,361	Valid
7	0,835	0,361	Valid

Table 4. Validity Test of Critical Thinking

Question Item Number	R Count	R Table	Description
1	0,838	0,361	Valid
2	0,675	0,361	Valid
3	0,558	0,361	Valid
4	0,725	0,361	Valid
5	0,675	0,361	Valid
6	0,947	0,361	Valid
7	0,675	0,361	Valid

Then, the reliability test is shown in the table.

Table 5. Reliability Test of the Variables

Variables	Reliability Test (Alpha Cronbach > 0,60)	Description
Inquiry Learning (X)	0,794 > from 0,60	Reliable
Learning Results (Y1)	0,799 > from 0,60	Reliable
Critical Thinking (Y2)	0,780 > from 0,60	Reliable

The results of the classical assumption test consisted of a linearity test, where this test resulted that the deviation from linearity Sig value was 0.678, where the result was > 0.05 for the inquiry learning (X) to learning results (Y1). Then for the inquiry learning (X) to critical thinking (Y2) obtained a sig value of 0.771 or > 0.05, so it can be concluded that there was a significant linear relationship between the independent and dependent variables. In addition, the normality test on the studied variables used one-sample Kolmogorov Smirnov with the results that the Sig value was 0.417 or >0.05, the research data was normally distributed. Furthermore, the heteroscedasticity test obtained a sig value of 0.772 or > 0.05, so there were no symptoms of heteroscedasticity in the regression model. Then, the autocorrelation test was carried out by using the Durbin Watson formula where the results of the distribution of the Durbin Watson table values at (k; N) = (1; 71) were dL of 1.583 and dU of 1.641. The Durbin Watson (d) value of 2.029 was greater than the upper limit (dU) of 1.641 and less than (4-dU) 4 - 1.641 = 2.8359, so it can be concluded that there was no autocorrelation. Finally, before testing the hypothesis, the data were tested for the classical assumption of multicollinearity with tolerance and VIF. The results of the multicollinearity test showed that the tolerance value was 1,000 > 0.10 and the VIF value was 1,000 < 10.00. So it can be concluded that there was no multicollinearity in the regression model.

RESULTS AND DISCUSSION

This study has three hypotheses to be tested in which these hypotheses are 1) how the inquiry learning model affects students' learning results, 2) how the inquiry learning model affects students' critical thinking skills, and 3) how the inquiry learning model affects students' learning results and critical thinking skills. Based on data analysis using SPSS.16 found the results for testing the first hypothesis, as follows.

Based on the results of data analysis listed in table 6 and table 7, it can be known that the significance score of the Inquiry learning model variable had 0.000, where the score less than 0.05. The analysis indicated that the inquiry learning model had a significant effect on learning results, with an R square value of 0.730. This finding means that if the inquiry learning model had a significant effect of 73.0% on learning results while the rest was the contribution of other variables outside the research.

This finding was similar to (Dewi et al., 2013) research in which showed that many differences between students who learnt using inquiry learning models and conventional learning models, in scientific attitudes and science learning results significantly. In addition, Apriliani et al. (2019) showed that the average score of students who were taught with the guided inquiry learning model was 23.88, in the high category, and students who were taught by using conventional learning had an average score of 13.37, in the middle category. Thus, the guided inquiry learning model had a positive effect on students' learning results.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855(a)	.730	.726	2.075

Predictors: (Constant), Inquiry (X)

Table 7. Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta	B	Std. Error
(Constant)	4.837	1.930	.855	2.507	.015
Inquiry (X)	.849	.062		13.671	.000

Dependent Variable: Students' Learning Result (Y1)

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831(a)	.691	.687	2.307

Predictors: (Constant), Inquiry (X)

Table 9. Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta	B	Std.
(Constant)	3.715	2.145	.831	1.732	.088
Inquiry (X)	.858	.069		12.425	000

Dependent Variable: Students' Critical Thinking Skills (Y2)

Based on the data analysis and relevant research, it is stated that this inquiry learning model was highly recommended for use in schools because this learning model had been proven to significantly improve student learning results. In addition, this inquiry learning model was also a recommended learning model for learning in the 2013 curriculum (Minister of Education and Culture of the Republic of Indonesia, 2013, 2016).

The second hypothesis test showed that, based on the results of the data analysis listed in table 8 and table 9, the significance value of the Inquiry learning model variable was less than 0.05, namely 0.000, where the results of the analysis can show that the inquiry learning model had a significant effect on critical thinking skills of students. The R square value of the results of the analysis was 0.691, where this value means that the inquiry learning model had a significant effect of 69.1% on students' critical thinking skills, while the rest was the contribution of other variables outside the research.

The results were in line with (Anggareni et al., 2013)diperoleh hasil sebagai berikut: (1 research that was conducted by practicing the inquiry learning model of students' critical thinking skills where 1) there were many differences of students who learnt the inquiry learning model and the direct learning model, in understanding and practicing the skills. Based on the analysis and other relevant research results, it implied that in addition to affecting learning results, the inquiry learning model also significantly affected students' critical thinking skills. The results of this study can certainly be used as a reference for teachers to carry out distance learning to use the inquiry learning model because it had been proven that this learning model could improve students' critical thinking skills. In addition, the ability to think critically is one of the abilities that students must have the skills of the 21st century.

The third hypothesis test showed that, based on the data analysis listed in table 10 and table 11 above, the inquiry learning model had a significant effect on learning results with a P-value of 0.000 or less than 0.05. Then, the inquiry learning model also had a significant effect on critical thinking skills with a P-value of 0.000 or less than 0.05. This result was also supported by other research which showed that the average percentage of the feasibility of the inquiry learning model at the first meeting was 81.71% (very good), at the second meeting it was 87.27% (very good), and at the third meeting it was 93.98% (very good), and the average score of process skills of students was 76 with a classical score of 72.41%, and completeness of classical learning results of students' cognitive learning results was 86.20%. In line with the results of these studies, other studies also showed that the magnitude of the effect of guided inquiry learning models on students' learning results was 20% with F count = 8.56 and the average of students' learning results was 85.05. These findings indicated that the guided inquiry learning model had a significant effect on students' learning results (Sukma et al., 2016).

Based on the facts from the data analysis and research, the use of the inquiry learning model needed to be prioritized as alternative learning that promotes the activeness of students in finding information independently, so that the teacher, as a facilitator, can optimize the potential of students in the learning process. Furthermore, the inquiry learning model used must also consider the conditions and characteristics of students, so that the teacher in this case can determine the appropriate level of inquiry to be used to achieve learning effectiveness.

In addition, the inquiry learning model simultaneously affected the learning results and critical thinking skills of students. This was also supported by other research that specifically discussed meta-analysis in inquiry learning. The (Lazonder & Harmsen, 2016) study showed that

Table 10. Multivariate tests(d)

Effect		Value	F	Hypoth-esis df	Error df	Sig.	Noncent. Parameter	Observed Power(a)
Intercept	Pillai's Trace	.996	6118.367(b)	2.000	53.000	.000	12236.734	1.000
	Wilks' Lambda	.004	6118.367(b)	2.000	53.000	.000	12236.734	1.000
	Hotelling's Trace	230.882	6118.367(b)	2.000	53.000	.000	12236.734	1.000
	Roy's Largest Root	230.882	6118.367(b)	2.000	53.000	.000	12236.734	1.000
Y	Pillai's Trace	1.174	4.799	32.000	108.000	.000	153.565	1.000
	Wilks' Lambda	.099	7.213(b)	32.000	106.000	.000	230.822	1.000
	Hotelling's Trace	6.338	10.299	32.000	104.000	.000	329.577	1.000
	Roy's Largest Root	5.868	19.804(c)	16.000	54.000	.000	316.864	1.000

a Computed using alpha = .05
b Exact statistic
c The statistic is an upper bound on F that yields a lower bound on the significance level.
d Design: Intercept+Y

Table 11. Tests of between-subjects effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power(a)
Corrected Model	Learning Result (X1)	881.150(b)	16	55.072	13.466	.000	215.450	1.000
	Critical Thinking (X2)	994.771(c)	16	62.173	17.259	.000	276.148	1.000
Intercept	Learning Result (X1)	36775.110	1	36775.110	8991.869	.000	8991.869	1.000
	Critical Thinking (X2)	36142.732	1	36142.732	1003.,220	.000	1003.,220	1.000
Y	Learning Result (X1)	881.150	16	55.072	13.466	.000	215.450	1.000
	Critical Thinking (X2)	994.771	16	62.173	17.259	.000	276.148	1.000
Error	Learning Result (X1)	220.850	54	4.090				
	Critical Thinking (X2)	194.525	54	3.602				
Total	Learning Result (X1)	69333.000	71					
	Critical Thinking (X2)	65751.000	71					
Corrected Total	Learning Result (X1)	1102.000	70					
	Critical Thinking (X2)	1189.296	70					

a Computed using alpha = .05
b R Squared = .800 (Adjusted R Squared = .740)
c R Squared = .836 (Adjusted R Squared = .788)

inquiry learning can be more effective than others, especially with a more expository instructional approach as long as students are adequately supported, in learning activities, performance, and learning results. This result was also supported by (Andrini, 2016) in which he stated that the learning model is following the level of students' effectiveness, one of which is the inquiry learning model that is the process of using students' intellectuals how to find and organize concepts and

principles that students have.

Furthermore, the inquiry learning model does not only develop intellectual abilities but also develops all student perspectives, including emotional and skills development. Wilson et al. (2010)with one group being taught from inquiry-based materials organized around the BSCS 5E Instructional Model, and the other from materials organized around commonplace teaching strategies as defined by national teacher survey data. Students in the inquiry-based group reached significantly higher levels of achievement than students experiencing commonplace instruction. This effect was consistent across a range of learning goals (knowledge, reasoning, and argumentation stated that students in inquiry-based groups achieved a much higher level of achievement than students who experienced regular teaching. Garrison et al. (2001) added that practical inquiry models operationalize cognitive presence to develop tools for assessing discourse and critical reflection. They also suggested that the cognitive presence that is critical and practical inquiry can be created and supported by an appropriate teaching and social presence. In addition, Fuad et al. (2017)differentiated science inquiry model, and conventional model, (2 stated that the highest critical thinking skills are achieved by students who deal with an inquiry learning model, and male and female students have a different understanding of the same treatment occasionally.

This was also supported by (Forawi, 2016) where he revealed that critical and logical thinking is to 1) build a relationship between evidence and explanation, 2) design and conduct scientific experiments, and 3) acquire the necessary skills to do investigation or inquiry. In another study, (Wartono et al., 2018), it was also found that the students' critical thinking skills in the inquiry class were higher than the conventional class. Similar to the findings (Kitot et al., 2010) stated that students' critical thinking in the group treatment had higher increase than the control group. The findings indicated that inquiry teaching was more effective than conventional teaching and can be recommended in other schools because the level of students' critical skills between the treatment group and the control group had significant differences (Duran & Dökme, 2016).

Furthermore, the effect of the Covid-19 pandemic was also felt in the learning process, this wsa supported by research which stated that distance learning, online learning, is designed to certain characteristics, namely social, cognitive, and facilitatory strengths and the need to adjust needs to be done as a distance learning requirement. In addition, this will spur distance learning to be even better after the pandemic period ends (Berry, 2020; Chaeruman, 2020; Mseleku, 2020; Rapanta et al., 2020; Wilatikta, 2020).

Callaghan et al., (2021) stated that the inquiry learning model in the covid-19 pandemic can be implemented effectively by increasing student critical thinking and understanding student learning objectives. (Tan et al., 2020) added that the inquiry learning model is a suitable learning model to use during this covid-19 pandemic, where the learning needed is learning that supports active learning, team teaching, achieving engagement between students and teachers. Thus, with the right media, models, and learning approaches, student learning outcomes can be directly improved, so that the problems caused by the Covid-19 pandemic, which is carried out by distance learning, will not be affected.

Finally, the use of the inquiry model as a way out to overcome boredom in the distance learning process with critical, creative, and meaningful learning during the Covid-19 pandemic has become a necessity. Given the various advantages of the inquiry learning model that can facilitate students to carry out investigations on the questions, they have previously compiled through information and phenomena that exist in the environment around the place of residence. This also directly improves the critical thinking skills of students regarding the information and phenomena they encounter, so that teachers and students find distance-learning experiences more enjoyable and meaningful.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that 1) the inquiry learning model had a significant effect on learning results, 2) the inquiry learning model had a significant effect on critical thinking skills, and 3) the inquiry learning model affected learning results and critical thinking skills. Then this can be the basis for the importance of using an inquiry learning model in every class, especially in conditions of distance learning as it is today as a result of the Covid-19 pandemic. The inquiry learning model of students can be directed to question, look for information or data and process it independently by promoting the ability to think systematically and logically as an effort to find answers to what is being questioned. Furthermore, in this distance learning system, the role of the teacher becomes more optimal by using the inquiry learning model, the teacher can act as a facilitator as well as

direct the investigation process carried out by students in their respective residences.

Teachers also need to optimize and adapt this inquiry learning model to the current conditions of the Covid-19 pandemic by sorting appropriate materials or activities without neglecting the health of students while studying but still not losing the essence and substance of the material being studied. Through distance learning using the inquiry learning model, students will experience a more meaningful learning process so that they can achieve the expected learning results and can improve their critical thinking skills. The following research should be conducted by using other methods or broadening the subject where it can dig how the inquiry learning model can affect some factors in education, especially in the Covid-19 pandemic.

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