

ABSTRAK

Vania Alisa Fujianti, 2026. **“STRATEGI PEMBELAJARAN *INQUIRY* PADA PRAKTIK MATA PELAJARAN KETERAMPILAN PENDIDIKAN KESETARAAN (Studi pada Tutor di Satuan Pendidikan Nonformal Sanggar Kegiatan Belajar Kabupaten Ciamis)”**. Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Strategi pembelajaran *inquiry* menekankan keterlibatan aktif warga belajar dalam proses pembelajaran. Berdasarkan observasi awal di SPNF SKB Kabupaten Ciamis, pembelajaran praktik mata pelajaran keterampilan telah menunjukkan salah satu prinsip *inquiry*. Namun, penerapan strategi pembelajaran *inquiry* pada setiap tahapannya belum dikaji secara mendalam. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran *inquiry* pada praktik mata pelajaran keterampilan Pendidikan Kesetaraan di SPNF SKB Kabupaten Ciamis. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Informan penelitian dipilih menggunakan teknik *purposive sampling* yang terdiri atas satu tutor sebagai informan utama dan tiga warga belajar sebagai informan pendukung. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi pembelajaran *inquiry* telah diterapkan melalui enam langkah *inquiry*. Tahap orientasi dan tahap mengumpulkan data merupakan tahapan yang menunjukkan tingkat keterlaksanaan paling kuat karena tutor memberikan stimulus awal, penjelasan mengenai langkah-langkah praktik, serta kesempatan kepada warga belajar untuk memperoleh pengalaman belajar secara langsung. Sementara itu, tahap merumuskan masalah, merumuskan hipotesis, menguji hipotesis, dan merumuskan kesimpulan masih berlangsung secara terbimbing. Secara keseluruhan, strategi pembelajaran yang diterapkan lebih tepat dikategorikan sebagai *inquiry* terbimbing karena tutor masih berperan dalam memberikan arahan, bimbingan, dan umpan balik selama proses pembelajaran. Strategi tersebut juga memberikan kecenderungan berupa berkembangnya rasa ingin tahu, kerja keras, kreativitas, kemandirian, dan kedisiplinan warga belajar.

Kata Kunci: Keterampilan, Pendidikan Kesetaraan, Praktik, Strategi Pembelajaran *Inquiry*

ABSTRACT

Vania Alisa Fujianti, 2026. **“INQUIRY LEARNING STRATEGY IN PRACTICE OF EQUIVALENCY EDUCATION SKILLS SUBJECTS (A Study of Tutors at the Non-Formal Education Unit of the Ciamis Regency Community Learning Center)”**. Department of Community Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

The inquiry learning strategy emphasizes the active involvement of learners in the learning process. Based on preliminary observations at SPNF SKB Ciamis Regency, practical learning in the skills subject has demonstrated one of the principles of inquiry. However, the implementation of the inquiry learning strategy at each stage has not been examined in depth. Therefore, this study aimed to describe the inquiry learning strategy in practical learning of the Skills Subject in the Equivalency Education Program at SPNF SKB Ciamis Regency. This study employed a qualitative approach with a case study design. Informants were selected through purposive sampling and consisted of one tutor as the primary informant and three learners as supporting informants. Data were collected through observation, interviews, and documentation, while data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that the inquiry learning strategy was implemented through six inquiry steps. The orientation and data collection stages demonstrated the strongest level of implementation because the tutor provided stimulation, explanations of the practical procedures, and opportunities for learners to gain learning experience. Meanwhile, the stages of problem formulation, hypothesis formulation, hypothesis testing, and conclusion formulation were still guided by the tutor, particularly in learners' thinking processes, evaluation, and reflection. Overall, the implemented learning strategy is appropriately categorized as guided inquiry because the tutor provided direction, guidance, and feedback. The inquiry learning strategy also demonstrated a positive tendency toward the development of learners' curiosity, perseverance, creativity, independence, and discipline.

Keywords: *Equivalency Education, Inquiry Learning Strategy, Practical Learning, Skills*