

formulated. So that in the inquiry learning model students are more active in solving problems that have been formulated.

Based on existing theories and research on inquiry learning models proves that this method has a major influence on students to develop the knowledge they have understood, foster student creativity and stimulate students to learn to express their opinions, provide comprehensive experience, facilitate students to learn material in study groups so that they can improve student learning outcomes.

RESULT, DISCUSSION, AND SUGGESTIONS

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. The learning outcomes of students in the experimental class 1 with cooperative learning models on business communication material have an average value of 74.75.
2. The learning outcomes of experimental class 2 students with inquiry learning models in business communication materials get an average value of 77.00.
3. There are differences in student learning outcomes using cooperative learning models and inquiry learning models with the average experimental class 1 cooperative model 74.75 and experimental class 2 model inquiry 77.00. And obtained $t_{count} = 2.086 > t_{table} = 0.39$.

Based on the above conclusions, things can be suggested as follows:

1. It is expected that professional teachers should provide learning methods that are appropriate to the conditions of students so students are more active and creative so that it can enhance student intelligence.
2. From the results of the comparison of cooperative learning models with inquiry learning models it can be suggested to use the inquiry learning model because it can improve student learning outcomes.
3. In this study there are still many shortcomings, especially in the limited reference to the inquiry learning model theory. It is expected that in future studies to add theoretical references and previous research on cooperative learning models and inquiry learning models.

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