

**APPLICATION OF THE INQUIRY LEARNING MODEL IN IMPROVING
STUDENT LEARNING OUTCOMES IN CITIZENSHIP EDUCATION
(PKn) SUBJECTS IN ELEMENTARY SCHOOL
(Qualitative Descriptive Study Through Library Research)**

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Abstract.

This study aims to improve student learning outcomes by applying the inquiry learning model during teaching and learning activities in Civics Education (PKn) SD . This research is motivated by the low learning outcomes of students in elementary schools because there are still many teachers who do not apply innovative learning models, teacher-centered conventional learning models that make students less active in the learning process. The Inquiry Learning learning model emphasizes the process of critical and analytical thinking to seek and find answers to the problems in question. This research method is the study of literature (Library Research) or library research.

The research is motivated by the low student scores, presumably because the learning model is less attractive. Inquiry Learning learning model, namely: (1) orientation; (2) formulate the problem; (3) formulate hypotheses; (4) collect data; (5) testing the hypothesis; (6) formulate conclusion

Keywords:*Inquiry Learning Model, Result of learning, Library Research.*

BACKGROUND

Education is one of the main factors in improving the quality of education in Indonesia. One of the embodiments of Indonesia's national development goals, namely the intellectual life of the nation. Education aims to improve the quality of human resources through a learning process in schools. Students are human resources that must be nurtured and developed continuously. Currently the problem of education is facing various problems, one of which is the low average score of the National Examination (UN) achieved in Citizenship Education (PKn) subjects.

The implementation of the education system that is less than optimal is due to the

lack of student motivation in learning. because of the teaching method used, so that students become bored and lazy to learn. As we have seen, the learning methods used by the teacher seem not varied and that's all. Learning is only done through lecture, question and answer, or discussion methods without being followed up with practical activities so that students are not actively involved in learning.

Based on the experience of researchers teaching in the Citizenship Education Class (Civics) students consider it a boring lesson, full of memorization. So that in every Citizenship Education (Civics) lesson students often do not pay attention to the teacher when explaining the subject matter, on the other hand students often do activities outside of the lesson such as drawing, telling stories, playing with classmates, and lying down. This resulted in most student learning outcomes getting grades below the KKM.

The Inquiry Learning model is considered appropriate to be applied to the Civics subject, because the Inquiry Learning model requires students to be able to factually find information about learning. Students are required to seek information from relevant sources. The inquiry model guides students to think critically and creatively, and encourages students to make their own conclusions based on their observations. Students in the application of this inquiry model find themselves the concept of a lesson with the guidance of a teacher, emphasizing the maximum student skills to search and find, meaning that this inquiry learning model places students as learning subjects. Learning outcomes are changes in skills, attitudes and knowledge that are categorized into three domains, namely cognitive, affective and psychomotor, these learning outcomes are expressed in the form of scores or grades obtained from a learning outcomes test that is held after completing the learning process (Arlis, 2010) . In line with Putri's opinion (2020) argued that learning outcomes are the estuary of three domains, namely cognitive affective and psychomorphic, in the implementation of learning the most important thing is learning outcomes. To overcome the problems that have been described, teachers need to apply learning models that are in accordance with the learning characteristics of Citizenship Education (PKn). This literature research study (library research) was conducted with the aim of describing the extent to which the effectiveness of applying the Inquiry Learning model in integrated thematic learning can improve student learning outcomes in elementary schools based on an analysis of several previous research results. With this literature study, it is hoped that it can provide benefits to be used as a reference for teachers in general and especially those related to the application of Inquiry Learning learning models in elementary schools to improve student learning outcomes.

THEORETICAL STUDY

Inquiry Learning

In terms of language, inquiry comes from English, namely inquiry which means inquiry or inquiry. Inquiry learning means a series of learning activities that optimally involve all

students' abilities to seek and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence (Gulo in Anam, Khoirul, 2017, p. 11) .

Result of learning

According to Sudjana (2009: 22) learning outcomes are the abilities possessed by students after they receive their learning experience. Learning outcomes are divided into three domains, namely the cognitive domain, the affective domain and the psychomotor domain. These three domains become the object of assessment of learning outcomes. Among the three domains, it is the cognitive domain that is most widely assessed by teachers in schools because it relates to the ability of students to master the content of teaching materials. Then the learning outcomes are changes in student behavior that occur after participating in learning. These changes include cognitive aspects (memorization, understanding, application, analysis, synthesis, and evaluation), affective (acceptance, participation, assessment, organization, and characterization) and psychomotor (perception, readiness, guided movement, habitual movement, complex movement and creativity). The results are expressed in the form of numbers or values.

Library Research.

The library method (Library Research) is a research method that is carried out by searching for data and information through theoretical references that are relevant to the case or problem that is determined (Amir Hamzah in okpatrioka). The steps in researching are as follows: formulating research titles, formulating problems, compiling research questions, selecting books, relevant journals, reading and recording reading results, analyzing reading results, writing reading reports.

RESEARCH METHODS

This study uses a qualitative approach with the method of literature (Library Research). literature study (library research) or called Library Research. Library research is a type of research that is carried out by collecting information and data with the help of various kinds of existing materials such as reference books, similar previous research results, articles, notes and various journals related to the problem to be solved (Sari, 2020). According to Khatibah (2011) library research is an activity that is carried out systematically to collect, process and conclude data using certain techniques to find answers to the problems faced. In literature study research or library research, researchers are not required to go directly to the field or meet directly with respondents, but this research is carried out by collecting and analyzing the data that

has been found. The source of data from this literature study research is secondary data in the form of the results of previous studies that apply the Inquiry Learning learning model. Secondary data is data obtained through other parties, either from books or from the results of research that has been carried out by other people, not directly obtained by researchers from their research subjects.

The library research method with this type of qualitative research generally does not go into the field directly in searching for data sources. One of these types of research contains several ideas or theories that are strongly interrelated and supported by data from literary sources (Hamzah, 2020). Library sources as study material can be in the form of books, papers, theses, scientific research journals, theses, scientific research reports, dissertations, and so on. These data are discussed in depth and examined in order to support the initial ideas or theories to produce conclusions. So, the library research method is a research method that is carried out by searching for data and information through theoretical references that are relevant to the cases or problems that are determined. One of the data collection techniques that can be applied in library research is the documentation technique, namely by finding data about things or variables in the form of notes, books, articles, papers or journals and so on. The research instrument used in this literature study is a checklist for the classification of research materials based on the focus of the study, the writing scheme/map and the format of the research notes.

The data analysis method used in this literature study is content analysis. Content analysis is used to obtain valid inferences and can also be re-examined based on the context (Sari, 2020). In the content analysis process, the researcher selects, compares, and combines various meanings so that relevant data is found. In order to maintain accuracy in the review process and prevent and at the same time overcome misinformation (errors due to lack of literature authors) checks will be carried out between libraries. Data collection techniques in this study were carried out by collecting data, reading, reviewing, managing, and reporting results. study.

Data analysis in this study was carried out through 3 stages, namely data collection, data reduction and data exposure.

RESULTS AND DISCUSSION

The meaning of the word inquiry actually varies, but in this case the developer prefers to use the word inquiry with the meaning of searching or searching. Inquiry comes from the English inquiry which can be interpreted as a process of asking and finding out answers to scientific questions that are asked. In other words, inquiry is a process of obtaining and obtaining information by observing and or experimenting to find answers or solve problems to questions or problem formulations by asking questions and finding

out.

Inquiry Learning is a series of learning activities that involve all students' abilities to seek and investigate systematically, logically, critically and analytically, so that students can formulate their own findings with full confidence. Learning in the Inquiry model is a learning activity where students are encouraged to learn through their own active involvement with various concepts and principles, the teacher's role here is to encourage students to have experiences and conduct experiments that allow students to discover principles for themselves (Kunandar, 2013). The application of the Inquiry learning model can help teachers relate the material taught to students' real-world situations, teachers can encourage students to relate the knowledge they have with its application in their daily lives. This Inquiry Learning learning model is a series of learning activities that involve all students' abilities to seek and investigate systematically, logically, critically and analytically, so that students can formulate their own findings with full confidence. Taufina (2011: 173) suggests the steps of the Inquiry Learning learning model, namely: (1) orientation; (2) formulate the problem; (3) formulate hypotheses; (4) collect data; (5) testing the hypothesis; (6) formulate conclusions.

In general, inquiry is a varied process and includes observing activities, formulating relevant questions, evaluating books and other sources of information critically, planning investigations or investigations, reviewing what is known, carrying out experiments or experiments using tools to acquire data, analyze and interpret data, and make predictions and communicate results. According to W. Gulo (2002: 84) that the inquiry strategy is a series of learning activities that maximally involve all students' abilities to seek and investigate systematically, logically, analytically, so that they can formulate their own findings with confidence. Kesuma, (2010: 62) which states that, inquiry is a learning process based on achievement and discovery through a systematic thinking process. Knowledge is not a number of facts resulting from remembering, but the result of the process of self-discovery. Thus in the planning process, the lecturer does not prepare a number of materials that must be memorized, but designs learning that allows students to find the material they must understand themselves.

It can be concluded that the inquiry method is a learning method that seeks to instill the basics of scientific thinking in students, so that in this learning process students learn more on their own, develop creativity in solving problems. Students are really placed as learning subjects. Inquiry contains higher level mental processes, such as formulating problems, planning experiments, conducting experiments, collecting and analyzing data, drawing conclusions. The inquiry method can foster an objective, honest, curious, open attitude, and so on. Finally able to reach a mutually agreed conclusion. If students do all the activities above, it means that students are doing inquiry.

Implementation Learning using the inquiry learning model provides opportunities for students to find information for themselves through direct experience in solving problems. Inquiry learning provides benefits for students. Nurhadi (2003: 124) there are several benefits of the inquiry method for students, namely:

1. Inquiry provides real and active experiences for students
2. Students are trained how to solve problems, make decisions and acquire skills
3. Allows students at various stages of development to work with the same problems and work together to find solutions to problems.
4. Enable the integration of various disciplines.

According to Imas (2015: 113) suggests the purpose of inquiry learning activities is the maximum involvement of students in the process of learning activities and the maximum direction of activities in the learning process and students can develop an attitude of confidence about what is found in the inquiry process Inquiry learning means a series of activities learning that maximally involves all students' abilities to seek and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence (Gulo). Learning steps using the inquiry approach according to Sanjaya are orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions. According to Gulo, an inquiry strategy means a series of learning activities that optimally involve all students' abilities to seek and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence. Inquiry is a core part of learning activities. contextual based. It is hoped that the knowledge and skills acquired by students are not the result of remembering a set of facts, but rather the result of discovering them yourself. According to Gulo, inquiry learning has several characteristics, namely:

- First, inquiry learning emphasizes maximum student activity to seek and find
- Second, all activities carried out by students are directed to seek and find their own answers to something in question, so that it is expected to be able to foster self-confidence.
- Third, the purpose of inquiry learning is to develop the ability to think systematically, logically and critically, or to develop intellectual abilities as part of a mental process

The inquiry approach is supported by four main characteristics of students, namely (1) intuitively students always want to know; (2) in conversation students always want to talk and communicate their ideas; (3) in building (construction) students always want to make something; (4) students always want to express their abilities. The inquiry learning strategy is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to a problem in question. The thinking process is usually carried out through question and answer between the teacher and

students, while the main characteristics of the inquiry learning strategy are (1) the inquiry strategy emphasizes maximum student activity to search and find, meaning that students are placed as learning subjects so that they are able to find their own core. from the subject matter, (2) all activities carried out by students are directed to find answers to a questionable problem so that self-confidence arises, where in this case the teacher acts as a facilitator or motivator for student learning, (3) this inquiry strategy emphasizes student activity optimally to seek and find meaning that students are placed as learning subjects so that they are able to find for themselves the core of the subject matter that has been delivered by the teacher.

The advantages of the inquiry learning model are: (1) emphasizing the development of cognitive, affective and psychomotor aspects in a balanced way, so that inquiry learning is considered more meaningful; (2) provide space for students to learn with their learning style; (3) is a strategy that is considered in accordance with the development of modern learning psychology which is considered learning is a process of changing behavior due to experience; (4) can serve the needs of students who have abilities above average. through an inquiry approach, students are conditioned to think critically and creatively, and to encourage their own conclusions based on their observations. This can make them scientists.

It can be concluded that the application of the inquiry model guides students to think critically and creatively, and encourages students to make their own conclusions based on their observations. Students in the application of this inquiry model find themselves the concept of a lesson with the guidance of a teacher. According to Gulo Inquiry learning means a series of learning activities that maximally involve all students' abilities to seek and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence. Learning steps using the inquiry approach according to Sanjaya are orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and formulating conclusions.

Hamalik (2007: 221) explains that the inquiry process requires the teacher to act as a facilitator, resource person and group counselor. Students are encouraged to seek knowledge on their own, not to be overwhelmed with knowledge. The inquiry method integrated into group learning can be done in the following steps:

- a. Form inquiry groups. Each group is formed based on intellectual range and social skills.
- b. Introducing the inquiry topics to all groups. Each group is expected to understand and be interested in learning it.
- c. Form a position on policy related to the topic, namely the question of what to do. There may be one or more proposed solutions to the main problem.
- d. Formulate all the terms contained in the policy proposition.
- e. Investigate the logical validity and internal consistency of the proportions and their supporting elements.

- f. Gather evidence (evidence) to support the element of proportion.
- g. Analyze the proposed solutions and find the group's position.
- h. Assessing group processes.

According to W.Gulo (2002: 86) states that the main role of a teacher in creating conditions of inquiry is as follows:

1. Motivator, which provides stimulation to students so that students are active and more enthusiastic in thinking
2. Facilitator, who points out a way out if there is an obstacle in the student's thinking process
3. Questioner, to make students aware of the mistakes they make and give confidence in themselves
4. Administrator, who is responsible for all activities in the classroom
5. Director, who leads the flow of students' thinking activities to the expected goals
6. Managers who manage learning resources, time, and class organization
7. Rewarder, which gives appreciation to the achievements achieved in order to increase the enthusiasm of students.

As long as this inquiry learning activity takes place, the thinking process can be carried out by asking questions and answers between the teacher and students. Questions are open-ended, giving students the opportunity to investigate on their own and find their own answers. Sanjaya (2005: 195) states that "The main purpose of inquiry learning is to help students to develop intellectual discipline and thinking skills by asking questions and getting answers on the basis of their curiosity."

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results of the literature study (Library Research) above, it can be concluded that the application of the Inquiry Learning learning model can assist teachers in improving student learning outcomes. This is evidenced by the results of data analysis which revealed that there was a significant increase in student learning outcomes. In addition to improving student learning outcomes, the Inquiry Learning learning model is also able to increase student activity, student self-confidence, and students' critical thinking skills in solving a problem independently. This Inquiry Learning learning model is also very suitable to be applied to Citizenship Education (Civics) learning.

After doing the teaching and learning process, it is suggested that users or those who use inquiry learning at school are really useful according to their goals.

1. Teachers should be able to apply this Inquiry Learning learning model in the learning process with the aim of improving student learning outcomes.

2. Students are expected to follow each step in inquiry learning properly so that learning objectives can be achieved.
3. It is suggested to the teacher that during group work students are directed to mutual cooperation between students in one group.
4. To the next researcher, the class setting should be easy to arrange the tables in the class, so that forming groups can be done in a short time.
5. It is suggested to teachers that teachers motivate students to have the courage to express their opinions in discussion activities.
6. To school principals to guide teachers to apply the inquiry learning model, given the advantages of the inquiry learning model.

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