

THE INFLUENCE OF GUIDED INQUIRY LEARNING MODELS ON SOCIAL SKILLS AND LEARNING OUTCOMES OF PPKN CLASS V STUDENTS SD NEGERI 091400 DOLOK SARIBU

Novridah Reanti Purba¹

Postgraduate, Medan State University, Indonesia

Email : purbanovri567@gmail.com

Deny Setiawan²

Lecturer at Medan State University, Indonesia

Email : denysetiawan1978@gmail.com

Daulat Saragi³

Lecturer at Medan State University, Indonesia

Email : saragios@yahoo.co.id

Abstract

This research is motivated by PPKn learning activities still using conventional learning models so that learning is less than optimal. This study aims to determine: (1) how much influence the guided inquiry model has on students' social skills, (2) how much influence the guided inquiry model has on the learning outcomes of ppkn students in grade V of SD Negeri 091400 Dolok Saribu, (3) whether there is an interaction between social skills and ppkn learning outcomes of grade V students of SD Negeri 091400 Dolok Saribu. This research is a quasi-experimental research. The population in this study was all grade IV students of SD Negeri 091400 Dolok Saribu for the 2020/2021 School Year consisting of two classes. The research sample used was all grade IV students of SD Negeri 0901400 using the total sampling sample technique. The instruments used are social skills questionnaires and ppkn class IV learning outcomes tests. The data obtained were then analyzed using ANACOVA and ANAVA in the spss 2 2 program. The results showed that: 1) the magnitude of the influence of the guided inquiry model on the social skills of grade IV students was 0.9 31 or 9 3.1%, 2) the large influence of the guided inquiry model on the learning outcomes of ppkn grade IV students was 0.967 or 9.67%, 3) there was an

interaction between the inquiry learning model is guided by social skills and learning outcomes of ppkn grade IV students with a calculated F score of 3,906 so that H_a is accepted and H_0 is rejected.

Keywords: *Guided Inquiry, Social Skills, KDP Learning Outcomes*

A. Introduction

Indonesia as a democracy has an attachment to the values of citizenship (civility). This is interpreted hierarchically in realizing the institution of full community life (full citizens). In the democratic order of life, harmony between rights and obligations as citizens is needed. In relation to the entity of the united state, a multicultural nation of the Indonesian nation will survive more firmly if it stands on the foundation of government management with the guarantee of a balance between the fulfillment of the principles of freedom and equality that applies to all citizens of various other national elements.

Demands are not only about the fulfillment of the rights of individuals and groups of people, but also about the implementation of obligations as citizens to create balance and a harmonious community environment. As the rights and obligations of the community have been regulated in the 1945 Constitution articles 27 to 34 with the aim that citizens understand what is acceptable and must be done for the state. In line with the democratic principle, the equality of rights and obligations of citizens is manifested in the spirit towards a nation that prioritizes tolerance and respect for human rights. The concern of the younger generation for government is a milestone in establishing a better national and state life. Thus, each level of education plays an important role in educating students and equipping students with knowledge about the democratic governance system, including at the elementary school level.

[142]

The debriefing of participants to educate about the democratic governance order in elementary school children begins with the introduction of their rights and the implementation of their obligations as citizens, simple things can be done in the school environment and the family environment where they live.

Challenges in the world of education are very dynamic, especially in the current era of information development, as can be seen from the many things that affect patterns of social relations and people's life activities from various aspects of life. The system of the industrial revolution 4.0 is attached to technology that develops through intelligence engineering and the internet as the backbone of connectivity between humans and humans. Learning pancasila and civic education (PPKn) is very important because it not only builds cognitive skills, but also encourages individuals to understand and exercise their rights and responsibilities as citizens.

As a follow-up to the 2013 curriculum, the current independent curriculum is based on the pancasila-based student profile achievement project which was developed based on certain themes set by the government. The project is not directed to achieve a specific learning achievement target, so it is not tied to the content of the subject. The independent curriculum is based on diverse intracurricular learning where the content will be more optimized so that students can have enough time to explore concepts and strengthen competencies

Based on Jean Peaget's theory of learning cognitive development in the primary school age range which ranges from 6 to 12 years at this stage will be able to think logically about concrete events This time also the child is more inclined to concrete learning, this implies that the learning process goes from things that can be seen, heard, with a point of

emphasis on the use of the environment as a source of learning. Utilization of the environment will result in more meaningful learning processes and outcomes. At the stage of primary school age, children perceive something learned as a whole, they have not been able to sort out concepts from various disciplines. This paints the child's deductive way of thinking, from the general to the part by part. Then, hierarchically at the stage of primary school age, the way the child learns develops gradually starts from simple things to more complex things.

In this regard, it is necessary to pay attention to the logical order, the interrelationships between matter, and the scope of breadth and depth of matter. Meaningful learning is in line with the inquiry learning model, where this learning is a model that emphasizes learning experiences that encourage students to discover concepts and principles. The guided inquiry learning model is one part of the inquiry learning model. Guided inquiry learning is a student-centered learning model, students are also trained to develop thinking skills, and are trained in critical thinking. In addition, with this learning method students can arouse their passion for learning. Guided inquiry learning is applied so that students are free to develop the concepts they learn so that in the classroom students are trained to interact with their peers to exchange information.

Based on school observations through ppkn class V learning interviews at SD Negeri 091400 Dolok Saribu, there are still obstacles to the implementation of learning. The results of the interview obtained information that when PPKn learning is still monotonous, this is due to the use of conventional learning models which causes students to still be less interested in PPKn learning. In addition to conventional learning, the difficulty of recognizing diverse student characters and lack of active

interaction still dominates the PPKn learning process in class V Negeri 091400 Dolok Saribu. Regarding social skills, based on the results of interviews, Shiva is still lacking in exploring himself during the learning process. Students do not yet have confidence in expressing their opinions regarding the maetri of learning.

Literature Review

The Nature of Learning

A relatively permanent process of change as a result of the experience of the interaction between stimulus and response in the form of thinking, understanding and passion until development is the achievement of educational goals. A person who learns certainly expects a change in himself. Learning is an event that occurs consciously and intentionally, meaning that a person involved in a learning event eventually realizes that he is learning something, so that there is a change in himself as a result of his usual and deliberate activities.

Inquiry Learning

Inquiry Learning is a learning model that can make students understand, interpret, and build new knowledge. The term inquiry comes from the English "inquiry", which literally means inquiry. According to Piaget (in Mulyasa, 2007: 108) inquiry is a learning model that prepares learners in situations to conduct their own experiments widely, to see what is happening, want to do something, ask questions, and find their own answers, as well as connect one discovery with another, comparing what is found with what other learners find.

Furthermore, Amelia (2015: 68) stated that in *guided inquiry* learning activities the teacher only guides and directs students to find a

concept, so that students can better understand the concept, which results in an increase in students' KDP reasoning ability . Sund and Trowbridge (in Mulyasa, 2007:109) suggest that guided Inquiry is the process by which students obtain guidelines as needed. These guidelines are usually guiding questions. This type of inquiry learning is used mainly for inexperienced students, teachers provide quite extensive guidance and direction. In practice, most of the planning is made by the teacher, and the students do not formulate problems.

Syntax of The Guided Inquiry Learning Model

The learning process using a guided inquiry model emphasizes student activities. In other words, the guided inquiry learning model places the student as the subject of learning. In the learning process, students not only play the role of recipients of lessons through teacher explanations, but also play a role in finding for themselves the concepts of the lesson.

Table 1. Syntax of Guided Inquiry Learning Model

Learning Stage	Teacher Activities	Student Activities
Phase I Presenting the problem	Guide Identifying And formulate problem	Identify and formulating the problem
Phase II Creating a hypothesis	Guiding students Hypothesizing	Formulating hypotheses
Phase III Designing the experiment	Guiding students Designing Experiments	Designing Experiments Conducting Experiments to Collect
Stage IV Conducting experiments	Guiding Students Get Information Through experiments	Data / Information

Stage V Analyze data	Guiding students to Process Data Acquired	Analyzing Result Data Experiment
Phase VI Making conclusions	Guiding Students Making Conclusions	Making conclusions

(Trianto, 2007:69)

Conventional Model Learning

Conventional learning patterns or often referred to as classical learning approaches are learning patterns that emphasize the authority of educators in learning. This learning pattern is a learning pattern that is still widely criticized today. However, this learning pattern is still the most widely used learning pattern for educators. Learning in conventional methods, students listen more to the teacher's explanation in front of the class and carry out tasks when the teacher gives practice questions.

Steps of Conventional Learning Models

The steps of the conventional learning model carried out by teachers according to Syahrul (2013: 68) are (1) conveying all lesson objectives to be achieved, (2) presenting information with the lecture method, (3) checking student success, (4) providing feedback, (5) providing additional tasks to do at home.

Learning Theory That Underlies the Guided Inquiry Learning Model

Learning is more than just remembering where students understand and are able to apply the knowledge they have learned, are able to solve problems, find something for themselves, and struggle with various ideas. The essence of the theory of constructivism is that the learner must discover and transform complex information into himself as well as be

able to construct his own knowledge through interaction with his environment.

The theory of learning inquiry is heavily influenced by the philosophy of constructivism. An important assumption of constructivism is situated cognition. This concept refers to the idea that thoughts are always placed or displaced in social and physical contexts, not in one's mind. Knowledge is placed and connected to the context in which it is developed.

B. Method

This type of research is a *quasi-experimental* research, which is a study that aims to find out whether or not there are consequences of something imposed on the subject, namely students. In this study, there was one treatment given, namely with the Guided Inquiry learning model. In general, this study aims to compare the learning outcomes of KDP using the Guided Inquiry learning model and social skills.

Research Design

This study used a quasi-experimental method with a *pretest posttest only design design* with the aim of examining the initial state of the test group whether or not there was an influence between the experiential groups, namely those treated with the Guided Inquiry learning model and conventional learning groups also called control classes.

Based on this explanation, the Guided Inquiry learning model will be a form of treatment that will be seen to have an effect on students' social skills and student learning outcomes. This study uses a factorial design of 2x2 meaning that the bound variable in this study is the learning outcomes of PPKn students in class V. Learning outcomes are obtained

through test instruments provided with 25 questions in the form of multiple choices. Meanwhile, the free variable in this study is Guided Inquiry learning. With variables tied to social skills and student learning outcomes, where social skills will be known through observation by observing student behavior in socializing during learning.

Research Instrument Test

As for the question instrument test and questionnaire test, it will use validity tests, reliability tests, question difference tests and difficulty level tests.

Data Analysis Techniques

Data analysis aims to process data so that research can be accounted for its correctness. Data analysis is used to find out about both values of research variables, describe research data and to test research hypotheses. The steps in conducting data analysis are through normality tests, homogeneity tests and hypothesis tests.

Analysis Social Skills Instrument Trials

Research instruments on students' social skills will be tested for feasibility first using the validity test, reliability in order to get a decent and correct instrument so that it can be used. In this study, researchers prepared 40 social skills questionnaire questions. The process of conducting this research began with the provision of an instrument test of questions to class VI students with a total of 28 students. The purpose of giving the initial ability test for social skills is to see the level of readiness of students until finally based on the results of the initial ability test will be in the form of a study group that will complement each group member

C. Finding and Discussion

The Influence of Guided Inquiry Learning Models on Social Skills

Social skills is a process of expressingn, ideas, ideas, thoughts of students on their understanding of a problem of social skills learning KDP in various ways according to aspects of representation, namely presenting pictures, writing equations and explaining written words or texts in various indicators. The way teachers are taught in the classroom has a big role in motivating students' interest in learning and improving social skills in KDP learning.

In the conventional learning model, learning is delivered directly by the teacher to students by conducting demonstrations that involve more teachers, while the guided inquiry learning model students are required to express opinions, develop ideas through the role of the teacher as a guide. The guided inquiry model is a learning model that makes problems the main material in learning. The role of the teacher in this model leads students to make conclusions that make learning activities more active, creative and innovative.

So that students' representation skills are better because students will be more active and able to work together, in addition to supporting to empower each other in order to achieve the desired learning goals. Thus, it is suspected that students who are taught using the guided inquiry model will have higher representation skills than students who are taught using conventional models in ppkn class IV elementary school subjects.

This is evident from the results of research that has been carried out by Class IV in elementary schools that apply guided inquiry learning and conventional learning that for the acquisition of minimum scores obtained by the two classes is 26 for the control class and 28 for the

experimental class while for the maximum score of the experimental class is higher when compared to the Control class, namely 100 in the experimental class and 95 in the Control class with an average score for the class the experiment was 70.83 and in the Control class obtained an average score of 66.73. Then it was calculated how much influence the learning model had on the child's KDP representation ability, it turned out to be obtained by 93.1% which means at the level of a strong relationship.

In accordance with the results of Damayanti's research, R & Aldila, A. E (2018) with the title Comparison of Student Abilities using the guided Inquiry model shows that students' attitudes towards PPKn learning using conventional learning models, the guided Inquiry learning models each interpret well.

Agreeing with the results of research conducted by Fitri, N., & et al (2017) entitled Improving through the Application of a Guided Inquiry Model which shows the results that classes taught using a guided inquiry model have increased in representation compared to students taught using conventional models, and research from Salim, D. N. (2017) with the title Implementation of a Guided Inquiry Learning Model to Improve the learning ability of PPKn Elementary School students whose results show that the ability to representation PPKn students who obtain guided inquiry learning is better than students who obtain conventional learning.

The Influence of Guided Inquiry Learning Models on PPKn Learning Outcomes

PPKn learning outcomes are an assessment that measures how a person responds in facing problems to be empowered into opportunities until the person finally comes out as a winner. A student will not give up easily in overcoming a problem.

They always think about various possibilities to achieve what they have aspired to and will not let something get in the way of their efforts. The factor of teacher creativity in forming learning that attracts students to learn PPKn so that the learning outcomes of PPKn siwa class V are more improved.

One of the learning models that can be used to train in solving problems and trying to find solutions is a guided inquiry learning model because the guided inquiry learning model is learning that uses authentic, unstructured and open problems as a context for students to develop problem-solving skills. Thus, it is suspected that students who are taught using the guided inquiry model will have higher ppkn learning outcomes than students who are taught using conventional models in ppkn class IV elementary school subjects.

The results of the research conducted provide data that strengthens the theory. As for the data on the results of the student KDP learning outcomes test, the control class had an average score of 70.75 while the experimental class had an average score of 71.91. With a minimum value in the control class of 51.25 and the experimental class of 55, while the maximum value obtained in the control class was 90 and in the experimental class was 87.5. Overall, the learning outcomes of the experimental class PPKn were higher than the control class. Furthermore, the data is taken into account to find out how much influence the learning model has on student KDP learning outcomes.

From the results of statistical calculations carried out with SPSS, it can be seen that the value of the correlation coefficient is 0.936. Based on the regression interpretation table, the coefficient value of 0.936 or 93.6%, means that it is at the level of a strong relationship. Based on the results of data analysis conducted by Purnama, A. (2016) with the title

Analysis of Student Thinking Processes in Solving PPKn Problems Based on Bransford and Stein Steps reviewed from PPKn learning outcomes, it was obtained that subjects with the type of PPKn learning outcomes each had different thought processes.

The results of research conducted by Hidayat, W, et al (2018) showed that (1) social skills have a positive influence on the development of KDP argumentation ability of prospective teacher students, with this consideration of 60.2% while the rest (39.8%) is influenced by other factors.

The results of research conducted by Yulianda, M., & Sahyar (2017) show that the conceptual knowledge used by students with guided inquiry models assisted by group investigations is better than conventional learning. And students' conceptual knowledge of above-average learning outcomes shows better results than students' below-average learning outcomes . This interaction demonstrated conceptual knowledge of the dominant investigation-type cooperative model with macromedia flash in groups that had above-average learning outcomes.

There is an interaction between the guided inquiry learning model on social skills and the learning outcomes of PPKn Learning carried out by teachers in learning PPKn can certainly affect the improvement of students' PPKn representation ability. Almost the same as the initial ability of student PPKn, basically the initial ability of PPKn is a representation and mastery of basic material so that students will be younger to master advanced material from the previous material. On the contrary, if the student has not mastered the material before, then it will have difficulty in mastering the subsequent material.

Students who have low, medium, and high PPKn initial abilities are given learning with guided and conventional inquiry models, so each

student will increase their PPKn representation ability to be better than before. This is because the guided inquiry learning model uses problems that are real to students. Connecting learning materials with daily life is expected to help students in understanding the concepts of the material given. This learning model can provide convenience in exploiting the knowledge of students who have low, medium, and high PPKn initial abilities.

From the description above, the author can assume that there is an interaction between learning and KAM on the ability to represent students' KDP. The results of the statistical hypothesis test study used with the two-path Anava showed that the magnitude of the significance value at the interaction was 0.003. This value is smaller than the predetermined significance level of 0.05.

So that the test of hypothesis 3 is that if the significance value is smaller than the significance level of the provision then H_a is accepted and in the calculation results it is obtained that the calculated value is $0.003 < 0.05$ with a calculated F value of 3.906, so H_a is accepted and H_o is rejected. This means that there is an interaction of initial abilities and guided inquiry learning on the representative ability of KDP in students. In other words, the increase in the representative ability of students' KDP is due to differences in the learning used and due to the initial ability of student KDP.

The results of the study agree with the results of the research conducted by Yelvalinda, et al (2019) entitled the influence of the guided Inquiry learning model on the understanding of PPKn in terms of the initial ability of PPKn which proves the existence of a very significant interaction between guided inquiry learning models on social skills and PPKn learning outcomes of class V students. Basically, every student or

student has different learning abilities, especially the initial ability of students who have been possessed by the student before he follows the learning given. This initial ability describes the readiness of students to receive lessons delivered by the teacher. In this study, the provision of an initial ability test was to find out whether or not there was an interaction of students' initial ability of KDP and learning factors of guided inquiry models and conventional learning as well as the interaction between the two factors to students' unyielding attitudes (PPKn learning outcomes). Ideally, students who have high initial ability will obtain high learning outcomes, moderate student initial ability will obtain moderate student learning outcomes and low initial ability students will obtain low learning outcomes as well.

Students who have high initial abilities taught using the guided inquiry learning model will have a higher unyielding attitude than students who have low initial abilities taught using the guided inquiry learning model..

D. Conclusion

The conclusions in the results of this study are as follows:

1. The magnitude of the influence of the guided inquiry learning model on the ability to representation based on the regression interpretation table is that the value of the coefficient 0.931 or 93.1% means that it is at the level of a strong relationship.
2. The magnitude of the influence of the guided inquiry learning model on ppgn learning outcomes based on the regression interpretation table, the value of the coefficient 0.967 or 96.7% is at a moderate relationship level.
3. There is an interaction between the guided inquiry learning model on

social skills and the learning outcomes of KDP class V students with a count value of $0.03 < 0.05$ with a calculated F value of 3.906.

Bibliography

- Asmani, J. M. 2012. Handbook for the Internalization of Character Education in Schools. Yogyakarta: Diva Press.
- Aziz, H. A. 2011. Karater's Education Is Heart-Centered. Jakarta: AL-Marwadi.
- Dahar, Ratna Wilis. 2006. Theories of Learning and Learning. Jakarta. Erlangga.
- Diahwati rina, Hariyono, Fattah Hanurawan. 2016. Social Skills of Special Needs Students In Inclusion Primary Schools. Journal of Education, 1/8.
- Eliza,& Dina Meta. 2008. Personal-Social Guidance Program in Developing Social Skills of Isolated Students. Thesis. IPB Bandung.
- Joyce, Marsha Weil, Emily. 2011. Models Of Teaching, ed. 8. Yogyakarta : Learning Library
- Kholifah Rev. Titis. 2020. Teachers' Efforts to Develop the Character of Elementary School Students Through Child-Friendly Education. Journal of Education and Counseling. 2/1.
- Lickona, T. 2013. Educating for Character. Translation of Lita S. Character Education. Bandung: Nusa MediaMedia Pembelajaran E-Modul Materi Sistem Peredaran Darah Pada Kelas XI MIPA SMAN 6 Barru. Prosiding Seminar Nasional Biologi VI Harmonisasi Pembelajaran Biologi Pada Era Revolusi 4.0, 434–442.
- Budiono, A., Wiryokusumo, I., & Karyono, H. (2021). Pengembangan Modul IPA Berbasis Literasi dan Integratif Dalam Memfasilitasi Belajar Mandiri Siswa. 8(293), 58–67. <https://doi.org/10.17977/um031v8i12021p058>
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods App roaches (4th ed.). Thousand Oaks. SAGE.
- Creswell, John W. (2012). Planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition). Educational Research.

- Hayati, Lu'luil, Inyoman Loka, and Y. A. S. A. (2019). Pengaruh Model Pembelajaran Inkuiri Terbimbing Dengan. *Chemistry Education Practice*, 2(2), 190–195.
- Nursamsu. (2020). Analisis Kelayakan dan Kepraktisan Modul Pratikum Berbasis Literasi Sains untuk Pembelajaran IPA. *Jurnal IPA Dan Pembelajaran IPA*, 4(1), 30.
- Primayana, K. H. (2019). Menciptakan Pembelajaran Berbasis Pemecahan Masalah Dengan Berorientasi Pembentukan Karakter Untuk Mencapai Tujuan Higher Order Thingking Skilss (HOTS) Pada Anak Sekolah Dasar. *Purwadita: Jurnal Agama Dan Budaya*, 3(2), 85–92. <http://jurnal.stahnpukuturan.ac.id/index.php/Purwadita>
- Rayanto, Y. H. (2020). Penelitian Pengembangan Model Addie dan R2D2 teori dan prakter. *Lembaga Academic and Reasearch Development*.
- Sari, A. T. I., & Hakim, L. (2018). Pengembangan Lembar Kegiatan Peserta Didik (LKPD) Berbasis Higher —Order Thinking Skills (HOTS) Pada Mata Pelajaran Akuntansi Perbankan Syariah Kelas XI Semester II. *Jurnal Pendidikan Akuntansi*, 3, 230–238.
- Septiarini, A. (2020). Pengembangan LKPD Berbasis HOTS dan Inkuiri Terbimbing Pada Mata Pelajaran Otomatisasi Tata Kelola Humas dan Keprotokolan Kelas XII OTKP Semester Gasal di SMKN 10 Surabaya. 8, 9–21.
- Sugiyono. (2015). *Metode Penelitian dan pengembangan*. Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, kualitatif dan R&D*. Alfabeta.
- Usmaedi. (2017). Menggagas Pembelajaran HOTS Pada Anak Usia Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar*, 3(1), 82. <https://doi.org/10.30870/jpsd.v3i1.1040>.
- Yunus, Ayu, Muhammad Danial, and M. M. (2022). Pengembangan E-Modul Berbasis Inkuiri Terbimbing Untuk Meningkatkan Kemandirian Belajar Dan Hasil Belajar Peserta Didik Pada Materi Koloid Review (CER). *Chemistry Education*, 5(2), 188. <https://doi.org/10.26858/cer.v5i2.32728>.