Application of the Social Inquiry Learning Model to Improve Elementary School Students' Social Attitude

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Abstract

With the social inquiry learning model, it is hoped that students will be able to solve problems by looking for and finding answers or solutions themselves so that in the process of solving problems, critical thinking is required to solve and find answers. The method in this research is this type of research is a queasy experimental design with a research design Nonequivalent Control Group Design. This study uses data collection techniques in the form of tests. The test given is in the form of descriptive questions to measure students' social problem-solving skills. In this case, two stages of the test passed. The first stage is the initial test (pretest), and the second is the final test (posttest). The results of this study were the normality test using the Kolmogorov-Sminov test with a significance value of 0.036 for the control class, while the significance value for the experimental type was 0.204. Because the significance value of the two categories is greater than the significance level (α) of 0.05, it can be concluded that this study is a normally distributed population. Meanwhile, the two groups' final state data normality test was based on the results after testing and normality testing using the Kolmogorov-Sminov test with a significance value of 0.190 for the control class, while a significant value for the experimental type was 0.200. Because the significance value of the two categories is greater than the significance level (α) of 0.05, it can be concluded that this study is a normally distributed population.

Keywords: Learning Model, Social Inquiry, Social Attitudes

Introduction

Critical thinking is critical in the learning process. By thinking critically, students are expected to be able to understand the material to improve students critical thinking skills in learning practice [1]. Therefore, it is necessary to think critically for students to train the brain to learn to understand the material, and they are expected to be good at managing the information received. If students don't think critically, what happens is difficulty solving problems as well as understanding

the material or not knowing the information that must be trusted because so far, critical thinking has not become one that is entrenched among students, so there are still students who are passive in the learning process, not feel free to think or ask. The impact that occurs if students do not think critically is that it will make the brain more inflexible [2].

Critical thinking is a way of thinking about the problems described or concepts presented in the form of ideas or ideas [3]. Critical thinking is carried out in-depth, filtering various information obtained and

looking for the truth regarding the data obtained. Critical thinking can be said to think logically based on facts. Through necessary thinking skills, students will be invited to analyze the truth of information obtained from various sources and decide [4]. Developing critical thinking skills can be done through learning Social Sciences.

Based on research conducted in elementary schools, the learning model used in social studies learning in elementary schools is still traditional, not in the increasingly advanced times and the environment in which students are. Learning takes place conventionally. Learning like that certainly won't make the class fun. The teacher has not yet actively involved students in teaching and learning activities [5]. Learning that takes place requires more memory and memorization of students; for example, learning proclamation material, students will memorize events in the process of formulating the proclamation as well as dates and figures who contributed without stimulating insight into the thinking and solving problems. Learning through memorization will make students dependent on the teacher, who is a source of information [6], making students not want to think more deeply because the information has been provided.

To overcome the problems above, a learning effort must be needed to optimize and train students to think critically. Learning approaches can optimize critical thinking skills, one of which is by applying a learning approach whose learning activities are centered on students, learning that can make students active, independent, and fully responsible during learning [7]. One of the models that can be used in social studies learning is the social inquiry model. The social inquiry model is a relatively new learning model in social studies, adopted from the inquiry learning model, which is usually applied to the sciences. This model

resulted from the ideas of Hilda Taba and T Richard Suchman, which were further developed by Byron Massialas and Benyamin Cox [8].

The learning model is a pattern that has been planned in such a way and is used as a guideline for the implementation of teaching and evaluation of learning in class, which is the embodiment of curriculum preparation, arrangement of material, and provision of instructions to achieve specific goals in education [9]. A specific learning model is also needed to learn in a particular learning process. This means many learning models and learning styles have different goals. If a teacher wants his students to be productive, active, and creative, then the teacher must allow students to grow and develop according to their style, and the application of learning models must also follow the needs of students [10].

The learning model has a significant contribution to teaching and learning activities. The ability to capture lessons by students can be influenced by choosing a suitable learning model so that the learning objectives set will be achieved. Various learning models can be used as an alternative for teachers to make learning activities in class take place effectively and optimally. An example is the social inquiry model [11].

The social inquiry learning model is an essential model for training students in conducting research or a model that teaches students to find and obtain their answers. So the social inquiry learning model is expected to stimulate students to think critically. That way, students will be able to think critically to solve problems [12]

The inquiry was also developed through the theory of Jean Piaget with cognitive constructivist theory and Vygotsky's theory which formulated the idea of social constructivism. Jean Piaget believes that learning is a self-discovery process, where a person experiences

directly, interacts, and observes the surrounding environment to learn something [13]. Meanwhile, believes that a person's cognitive development results from interaction with the environment and society. Vygotsky believed that social and cultural aspects helped one's mental processes. Lev Vygotsky succeeded in developing the theory of social constructivism [14]. Santrock explains that in the social constructivist approach, Vygotsky emphasizes that students construct their knowledge by actively interacting socially with others [15]. Student knowledge is influenced by the culture in which students live in terms of beliefs, customs, language, and skills taught by the student's living environment, so teachers must provide plenty of space for students to build knowledge together through learning interactions at school [15].

The social inquiry learning model aims to change conventional learning activities that are more teacher-centered, to more innovative learning and make students the center of education (student-oriented). This is to the social studies learning orientation that social inquiry learning must be carried out with social inquiry to improve students' ability to interact in socializing with their study partners to provide them with social life [16].

The learning steps in the social inquiry model are as follows: (1) the first stage (orientation) contains activities to determine the problem as a subject to be formulated in the form of questions; (2) the second stage (hypothesis), making quick answers from previous insights; (3) the third stage (definition), describes the hypothesis; (4) the fourth stage (explorative), in the form of testing the hypothesis by using logic; (5) the fifth stage (proof), collecting the facts and data needed; (6) the sixth stage (generalization), namely making conclusions from the information that has been obtained as a solution or answer to a

problem that can be accepted as authentic [8].

Supriya, the purpose of social inquiry is expected to be able to assist people in solving social problems so that they need to obtain a better life. For that, social questions should give priority or focus on practical issues of society [17]. Meanwhil, social search allows students to explore their potential. Learning based on direct experience experienced by students will increase students' understanding of the concept, making learning feel more meaningful for students and not just fixating on theory [18].

According to Sanjaya, in general, the learning process using the inquiry learning model can follow the following steps: (1) Orientation, the orientation step is a step to foster a conducive learning atmosphere or climate responsive. In this step, the teacher conditioned the students to be ready to learn. The orientation step is crucial; (2) formulating a problem is a step in which students find problems and then determine the main issues to which they want to find answers. At this problem formulation stage, students are invited to write down the essential points of the problem. The teacher as a facilitator must guide how students can find issues that require answers; (3) Formulating a hypothesis, this stage is a quick answer to a problem being studied. As an immediate answer, the idea needs to be tested for truth. Great student curiosity will encourage students to assume solutions to a problem; (4) collecting data is the activity of capturing the information needed to test the proposed hypothesis; (5) trying the idea, at this stage, is the process of determining the answer that is considered acceptable according to the data or information obtained based on data collection; (6) formulating conclusions, at this stage the process of describing the findings obtained based on the results of hypothesis testing is carried out [19].

The development of students' social behavior is marked by an interest in friends' activities and an increasingly strong desire to be accepted as a group member. He is dissatisfied when not with his friends. Students are no longer satisfied playing alone at home or with siblings or doing activities with family members; students want to be with their friends and will feel lonely and dissatisfied if they are not with their friends [20].

Learning is a process of student interaction with educators and learning resources in a learning environment. Learning is assistance educators provide so that acquiring knowledge and knowledge can occur, mastering skills and character, and forming attitudes and beliefs in students [21]. The learning process can help students learn well and emphasizes student activity through the interaction of learning experiences. Thus, learning occurs when an individual behaves, reacts, and responds due to experience.

With the social inquiry learning model, it is hoped that students will be able to solve problems by looking for and finding answers or solutions themselves, so in solving problems, critical thinking is required to solve and find answers.

Method

This type of research is a quasi-experimental *design* with a *Nonequivalent Control Group Design.* The description design used in this type of research is.

Tabel 1. Research design: Nonequivalent Control Group Design

O $_1$	X	O $_2$
O $_3$		O $_4$

Information:
O $_1$ = Giving *a pretest* to the experimental class

O $_3$ = Giving *a pretest* to the control class
O $_2$ = Giving *a posttest* to the practical class
O $_4$ = Giving *a posttest* to the control class
X = Treatment of the application of the social inquiry learning model in the experimental class

This research was conducted in four elementary schools in the Klaten district, two as control schools and two more schools as the treatment group. This study uses data collection techniques in the form of tests. The test given is descriptive questions to measure students' social problem-solving skills at Elementary Schools in Klaten Regency. In this case, two stages of the test passed. The first stage is the initial test *(pretest),* and the second is the final test *(posttest)*.

The first test is given to know the initial abilities of students from both the control and experimental classes. At the same time, the second test was given to see if there was any effect on social problem-solving skills in the two types. This learning outcome test is made by the indicators on the subject matter determined in the curriculum used in the school concerned. Thus, in the end, it can be seen the differences in students' social problem-solving skills in the experimental class and the control class so that it can be seen that the magnitude of the influence of the application of social inquiry learning models affects students' social problem-solving skills.

Results and Discussion

Based on the pretest results obtained, the data normality test can be performed to determine whether the sample is usually distributed. SPSS data processing program version 22 was used in the analysis with the Kolmogorov-Smirnov normality test. The results of the data normality test for the two baseline groups were based on the pretest results.

Tabel 2. Normality test

Class	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre test — Control	,188	36	.036	,894	36	.086
Pre test — Experiment	,159	39	,204*	,875	39	,357

The table above shows the normality test results using the Kolmogorov-Sminov test with a significance value of 0.036 for the control class, while the significance value for the experimental type is 0.204. Because the significance value of the two categories is greater than the significance level (α) of 0.05, it can be concluded that this study is a normally distributed population. Meanwhile, the final state data normality test for the two groups was based on the results after testing.

Next, the Final State Data Normality Test (Posttest) will be carried out.

Tabel 3. Final State Data Normality Test (Posttest)

Class	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Post test — Control	,159	36	,190	,971	27	,260
Post test — Experiment	,143	39	,200*	,984	29	,238

The table above shows the normality test results using the Kolmogorov-Sminov test with a significance value of 0.190 for the control class, while the significance value for the experimental type is 0.200. Because the significance value of the two categories is greater than the significance level (α) of 0.05, it can be concluded that this study is a normally distributed population.

Based on the results of the pretest and posttest of the control class and the experimental type, a data homogeneity test can be carried out to determine whether the population used is homogeneous. The analysis with the Levene test used the SPSS version 22 data processing program.

The results showed that social inquiry learning models affected students' social problem-solving skills. This is from –t count <; clear -t-table or t-number > t-table (-4.096 ≤ -2.006) and a significance value <0.05 (0.000 <0.05). This indicates that H1 is accepted and H0 is rejected. The normalized confirmation test shows that overall (mean) in the experimental class, the increase in social problem-solving skills is in the

average category of 0.58. Meanwhile, the control class recorded an increase in overall social problem-solving skills (mean score) of 0.22 in the low sort. Based on these data, it can be concluded that there are significant differences in social problem-solving skills between classes using the social inquiry learning model and types using traditional learning models.

This is shown by several observations that the researchers found both in the experimental and control classes during the study. The pretest results for both the practical and management courses showed that the average score of the social problem-solving skills of the two groups was still relatively low. Most of the students felt uncomfortable and confused (complex) with the questions posed by the researchers because they were not used to working on questions to solve social problems using High Order Thinking (HOT). They feel alienated and do not understand the terms "problem identification" or "problem formulation" for social problem-solving skills, so the answers they give are still not quite right.

Considering such pretest results, the researcher tries to achieve satisfactory results during the posttest. With the possibility of 4 face-to-face meetings in the experimental class and four face-to-face meetings in the control class, the researcher tried to offer Treatment by applying the IPS learning model in the practical type and its application. . traditional learning models in the control class. The aim is to examine significant differences in social problem-solving skills between classes using the Social Inquiry learning model and types using traditional learning models.

While the research took place in the experimental class, the researcher made every effort to apply the learning steps according to the social research model. Researchers also do not forget to guide students when experiencing difficulties in

learning. Researchers persistently try to invite students to solve social problems according to indicators of success in solving social issues.

Conclusion

Based on the explanation of the results above, it can be concluded that by applying the social inquiry learning model to students in improving their social studies learning model, social studies can create a student-centered learning environment (SCL) in students seek or research systematically, critically, logically and analytically so that they can confidently formulate their findings. First, there is a significant difference between students' social problem-solving skills in the experimental and control classes.

The average social problem-solving ability in the practical class using the social inquiry learning model was higher than that in the comparison class using the traditional learning model. Second, the social research learning model has advantages over the social research learning model in terms of improving students' social problem-solving skills because syntactically, the social research learning model is related to students' social problem-solving skills, making it more accessible. For students to solve. social issues that arise in society.

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