ISSN: 3026-0442

Proceedings of the 2nd International Conference on Education, Science Technology and Health 2nd ICONESTH 2024 Universitas Bina Bangsa Getsempena, Dec 10-12, 2024, Banda Aceh, Indonesia

IMPROVEMENT OF COMMUNITY LEARNING OUTCOMES THROUGH LEARNING METHODS INQUIRY IN GRADE IV ELEMENTARY SCHOOL STUDENTS

Musdiani[1], Dian Erlita[2], Nurjannah[3], Lindayani[4]

[1]Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia
[2]Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia
[3]Universitas Cipta Mandiri, Aceh Barat, Indonesia

* Corresponding email: musdiani@bbg.ac.id

ABSTRACT

The purpose of this research is to determine whether the use of the inquiry method can enhance the activities of students and teachers in the PKn subject for fourth-grade students at Kuta Rentang Elementary School. Another objective is to find out whether question-based learning can improve the learning outcomes of PKn for fourth-grade students at Kuta Rentang Elementary School. The research results show that the average teacher activity was 2.7 in cycle I and 3.7 in cycle II, both of which fall into the very good category. The average student activity in cycle I was 2.37, and the average student activity in cycle II was 3.37, both of which also fall into the very good category. The research results show that the average teacher activity was 2.7 in cycle I and 3.7 in cycle II, both of which fall into the very good category. The average student activity in cycle I was 2.37, and the average student activity in cycle II was 3.37, both of which also fall into the very good category. The results of cycle II indicate that the average learning outcome of the 4th-grade students in PKn lessons is 76.25. This indicates that the students' skills are already above the determined KKM, which is 70. The number of students who have completed the task is 7 students with a percentage of 87.5%. Meanwhile, the number of students who have not completed the task is 1 student with a percentage of 12.5%. The highest score achieved by students in the second cycle stage is 90, and the lowest score is 45.

Keywords: *Learning Outcomes, Inquiry.*

.

INTRODUCTION

According to Law No. 20 of 2003, Chapter I, Article 1, education is a conscious and planned effort to create an environment and learning process in which students actively develop their potential to possess religious spiritual strength, self-control, personality, noble moral intelligence, and skills necessary for themselves, society, nation, and state.

The quality of Civic Education (PKn) learning greatly influences students' attitudes, knowledge, and skills in facing the dynamics of national and state life because PKn plays an important role in shaping students' character, instilling their understanding of their rights and obligations as citizens, and enhancing social awareness about community life. As a result, the quality of PKn learning significantly affects students' attitudes, knowledge, and skills in facing the dynamics of national and state life. (Ummah, 2019).

However, the PKn learning method, which is not engaging and fails to stimulate students' curiosity, causes many students to be uninterested and disengaged. As a solution, more interactive and challenging learning methods, such as inquiry, are expected to improve students' learning outcomes. This method prioritizes students to actively conduct research and exploration to discover new knowledge. This can make learning more engaging and enhance their ability to think critically and analytically. (Simanjuntak, 2018)

The approach and methods used by educators have not changed much. This is due to the educators' habit of delivering lesson materials, resulting in students engaging in minimal learning activities and merely passively listening to the lectures given by the educators. Educators usually determine the materials and learning approaches, while students simply accept them. As a result, students' activities are limited to listening, taking notes, and answering questions when the teacher asks. Students will work according to the cognitive approach that has been set by the teacher. Learning like this makes students passive and not think or be creative. On the contrary, a highly creative teacher freely determines the learning materials desired by the students. This is clearly not in line with the reality that students are the subjects of learning.

The inquiry method gives students the opportunity to ask questions, seek information, and engage in in-depth discussions about the topics being studied. This makes them more active in the learning process. It is hoped that by involving students directly in the process of searching for and solving problems, they will gain a deeper and more comprehensive understanding of the PKn material and be able to apply it in their daily lives. (Supriyanto et al., n.d.)

Inquiry-based learning emphasizes the balanced development of cognitive, affective, and psychomotor aspects. Students become more active in seeking and processing information on their own. This method helps students understand basic concepts and ideas. Giving students the opportunity to learn according to their own learning styles; students with above-average abilities will not be hindered by those who struggle with learning; helping students use memory when adapting to new situations; encouraging students to think rationally and formulate their own hypotheses; and being able to form and develop their own self-concept so that psychologically, students are more open to new experiences (Mutoi & Dwistia, 2023).

The inquiry method is very suitable for the subject of PKN because it allows students to actively engage in the learning process and enhances their intellectual discipline and thinking skills by asking questions and obtaining answers based on their curiosity, especially about PKN material on the village and sub-district government systems.

METHODS

This research uses a quantitative approach. According to Arikunto (2013:145), a quantitative approach means conducting systematic scientific research on parts and phenomena and their relationships with each other. The purpose of the quantitative approach is to generate and apply theories and hypotheses about natural phenomena. Quantitative research is widely used to test theories, present facts or statistics, demonstrate relationships between variables, or develop concepts. Classroom action research (CAR) is a type of research used by researchers. According to Arikunto (2010:3), classroom action research is an observation of learning activities in the form of actions that intentionally emerge and occur collectively in a class.

Data Collection Techniques

To obtain data in the field, the author uses several data collection techniques, namely:

a. Observation: Observation is a data collection method by gathering materials and information. This is done through systematic observation and recording of various phenomena that are the object of observation or the indicators of the Djali research variables. (2020). Data from the beginning of the learning process to the end of the learning process are studied through this observation. As an observer, the researcher is involved in the teaching and learning process.

b. Test: Tests are used to measure students' learning outcomes quantitatively, identify how well students understand the PKn material, and measure the extent to which the application of inquiry-based learning methods can

enhance students' knowledge and skills. Tests can be in the form of written exams or exams that assess the understanding of concepts and the application of the taught material.

Data Analysis: Data processing for each cycle is reviewed based on the average individual completeness score, with the success indicator being an average score of more than or equal to 70. (KKM PKn kelas IV SDN Kuta Rentang). Whereas classical learning completeness is if at least 85% of the total number of students achieve individual completeness. The percentage in a classical manner is calculated using the formula:

$$\text{Persentase (P)} = \frac{\sum X}{\sum Xi} \text{ x } 100\%$$

Source: Mahendra (2012: 14)

RESULTS AND DISCUSSION

This research was conducted at SD Negeri Kuta Rentang for two weeks and aimed to improve the social studies learning outcomes of fourth-grade students through the inquiry learning method, examining social studies learning outcomes using the inquiry method. To clarify further, it can be seen in the following example:

This research was conducted at SD Negeri Kuta Rentang for two weeks and aimed to improve the social studies learning outcomes of fourth-grade students through the inquiry learning method, examining social studies learning outcomes using the inquiry method. For more clarity, it can be seen in the following example:

1. First Research Results (Cycle I)

The first cycle consists of four stages: planning, implementation, observation, and reflection. The research in Cycle I was conducted on Tuesday. For more clarity, this research can be seen as follows:

a. Action planning (Planning)

1) Preparation of the lesson implementation plan (RPP) for PPKn lessons in grade IV
2) Preparation of evaluation instruments (learning outcome tests)
3) Preparation of learning media and worksheets (LKS)
4) Preparation of observation sheets for teacher and student activities.

b. Implementation Stage This activity consists of learning activities that have been outlined in the planning. The activities are broadly outlined as follows:
1) Dividing students into 4 groups based on academic considerations and

gender 2) The teacher distributes learning materials about the struggle to maintain independence to the students 3) The teacher explains the Inquiry model and its components. 4) Students apply the inquiry method in Civics Education 5) The teacher observes and guides group activities 6) Students are given the opportunity to provide feedback 7) Providing reinforcement and drawing conclusions together. 8) The teacher administers a test.

c.Observation Stage, at this stage, the observation activities are carried out by the researcher with the assistance of the class teacher. (kolaborator). Observation is conducted during the learning process. The observation is not only aimed at the students' learning activities but also at the teachers' teaching activities. The results of the observations obtained are as follows:

Tabel 1. Activities Teacher

No	**Aspect Being observed**	**Value**				**score**	**Information**
		1	**2**	**3**	**4**		
1	Ability to motivate students/communicate learning objectives			√		3	Good
2	The ability to connect current learning with previous lessons.		√			2	Enough
3	The teacher connects the lesson with the previous lesson.			√		3	Good
4	The ability to explain work steps in learning			√		3	Good
5	The ability to guide students to find answers and ways to solve problems by providing limited assistance		√			2	Enough
6	The Teacher's Ability to Formulate Problems			√		3	Good
7	he teacher's ability to formulate hypotheses			√		3	Good
8	The teacher's ability to summarize lessons			√		3	Good
9	Student enthusiasm		√			2	Enough
10	Teacher enthusiasm			√		3	Good
	Jumlah					**27**	
	Rata-rata					**2,7**	**Enough**

Based on the table above, it can be seen that the average observation results are at the numbers 2 (sufficient) and 3 (good). The total score is 27 with an average value of 2.7, which falls into the sufficient category.

Meanwhile, in the student activity table, the average student activity falls into the categories of poor and good, with a total score of 19 and an average score of 2.37 categorized as sufficient.

Table 2. Results of Learning Development Cycle 1

No	Initial	Value	Information
1	IRI	85	Complete
2	NTA	65	Incomplete
3	MSA	65	Incomplete
4	NAA	75	Complete
5	RNH	75	Complete
6	RKN	80	Complete
7	MRI	75	Complete
8	MTI	35	Incomplete
	Amount	555	
	Average	69,37	Incomplete
	Complete	62,5%	
	Incomplete	37,5%	

The results from Cycle I indicate that the average score of PKN learning outcomes through the Inquiry method for Grade IV students is 69.37. This shows that the development of learning outcomes is below the determined KKM, which is 70. The number of students who have completed the learning is 5 students with a percentage of 62.5%. Meanwhile, the students who have not completed the learning reached 3 students with a percentage of 37.5%. The highest score achieved by students in the first cycle stage was 85, and the lowest score was 35.

d. Reflection The reflection on this research is as follows: 1) The teacher has not maximally applied the inquiry method 2) The teacher has not maximally formulated the material taught 3) Students are not yet accustomed to the teacher's teaching method 4) Students are not yet brave enough to express their opinions in front of others The results of the above research can be noted, there are still many weaknesses faced by both the teacher and the students, resulting in a lack of improvement in students' cognitive development.

2. Second Cycle

The second cycle in this classroom action research is the result of reflection from the first cycle. The second cycle also consists of planning, implementation, observation, and reflection. The stages of planning are as follows:
1. Planning Stage a. Teacher prepares the lesson plan (RPP) for PPKn lessons in grade IV again after it was not completed in the first cycle b. Preparation of evaluation instruments (learning outcome tests) for the second cycle c. Preparation of learning media for PKn lessons

2. Implementation (Acting) The implementation stage can be said to be inseparable from the observation stage. Therefore, the implementation stage and the observation stage are carried out simultaneously. The research activities at this stage are as follows: This activity consists of learning activities that have been organized in the planning. The activities are broadly outlined as follows: 1) Dividing students into 4 groups based on academic considerations and gender 2) The teacher distributes learning materials about the struggle to defend independence to the students 3) The teacher explains the Inquiry model and its components. 4) Students apply the inquiry method in Civics Education 5) The teacher observes and guides the group activities 6) Students are given the opportunity to provide feedback 7) Providing reinforcement and drawing conclusions together. 8) The teacher administers a test.

Table 3. of Teacher Activities Cycle 2

No	**Aspect Being observed**	**Value**				**score**	**Information**
		1	**2**	**3**	**4**		
1	Ability to motivate students/communicate learning objectives				√	4	Very Good
2	The ability to connect current learning with previous lessons.			√		3	Good
3	The teacher connects the lesson with the previous lesson.				√	4	Very Good
4	The ability to explain work steps in learning			√		3	Good
5	The ability to guide students to find answers and ways to solve problems by providing limited assistance			√		3	Good
6	The Teacher's Ability to Formulate Problems				√	4	Very Good
7	he teacher's ability to formulate hypotheses				√	4	Very Good

8	The teacher's ability to summarize lessons				√	4	Very Good
9	Student enthusiasm				√	4	Very Good
10	Teacher enthusiasm			√		3	Good
	Amount					**37**	
	Average					**3,7**	**Enough**

Based on the table above, it can be seen that the average observation results are at the numbers 3 (Good) and 4 (Very Good). The total score of 37 with an average value of 3.7 falls into the very good category.

Table 4. of Student Activities Cycle 2

No	**Aspect Being observed**	**Value**				**score**	**Information**
		1	**2**	**3**	**4**		
1.	Students listen to the learning objectives conveyed by the teacher.			√		3	Good
2.	The students listen to and pay attention to the teacher's explanation.				√	4	Very Good
3.	Students understand the material presented.				√	4	Very Good
4.	The students are doing the assignment given by the teacher.				√	4	Very Good
5.	Students submit their assignments to the front.			√		3	Good
6.	Students listen to and respect their friends' opinions.			√		3	Good
7.	The student is having a question-and-answer session with the teacher.			√		3	Good
8	The students are paying attention as the teacher concludes the lesson.			√		3	Good
	Amount					**27**	
	Average					**3,37**	Very Good

Based on the table above, it can be seen that the average student activity falls into the Good and Very Good categories with a total score of 27 and an average score of 3.37 categorized as Very Good.

Table 5. Vulue Student

No	Initial	Value	Information
1	IRI	90	Completed
2	NTA	70	Completed
3	MSA	80	Completed
4	NAA	75	Completed
5	RNH	80	Completed
6	RKN	85	Completed
7	MRI	85	Completed
8	MTI	45	Incompleted
	Amount	**610**	
	Average	**76,25**	Completed
	Completed	**87,5%**	
	Incompleted	**12,5%**	

The results of cycle II indicate that the average learning outcome of the fourth-grade students in PKn lessons is 76.25. This shows that the students' skills are already above the determined KKM, which is 70. The number of students who have completed the task is 7 students with a percentage of 87.5%. Meanwhile, the number of students who have not completed the task is 1 student with a percentage of 12.5%. The highest score achieved by students in the second cycle stage is 90, and the lowest score is 45. For more clarity, it can be seen in the table above.

4. Reflection

The results of the reflection in cycle II are as follows:
1) The teacher has maximally applied the inquiry method.
2) The teacher has maximally formulated the material being taught.
3) The students have become accustomed to the teacher's teaching method.
4) The students are brave enough to express their opinions in front.

The overall summary of the scores from cycles I and II is as follows;

Tabel 7. Recap of Cycle I and II Scores

No	Siklus I	Hasil	Siklus II	Hasil
1	Teacher's Activity	2,7	Teacher's Activity	3,7
2	Student's Activity	2,37	Student's Activity	3,37
3	Average	69,37	Average	76,25
4	Completed	62,5%	Completed	87,5
5	Not Completed	37,5%	Not Completed	12,5

CONCLUSION

Based on the research results obtained, the researcher can conclude that: 1. The average teacher activity observed in Cycle I was at the level of 2 (sufficient) and 3 (good). The total score was 27 with an average value of 2.7, categorized as sufficient. The average observation results in Cycle II were at the level of 3 (Good) and 4 (Very Good). The total score was 37 with an average value of 3.7, categorized as very good.

2. The average student activity observed in Cycle I showed that the average student activity was in the categories of less and good, with a total score of 19 and an average value of 2.37, categorized as sufficient. The activity in Cycle II showed that the average student activity was in the categories of Good and Very Good, with a total score of 27 and an average value of 3.37, categorized as Very Good.

3. The results from Cycle I indicated that the average learning outcome in PKN through the Inquiry method for Grade IV students was 69.37. This shows that the development of learning outcomes is below the determined KKM, which is 70. The number of students who have completed is 5 students with a percentage of 62.5%. Meanwhile, the students who did not complete reached 3 students with a percentage of 37.5%. The highest score achieved by students in the first cycle was 85, and the lowest score was 35. The results of the second cycle showed that the average learning outcome score of the 4th-grade students in PKN learning was 76.25. This indicates that the students' skills are above the determined KKM, which is 70. The number of students who have completed is 7 students with a percentage of 87.5%. Meanwhile, the students who did not complete reached 1 student. students with a percentage of 12.5%. The highest score achieved by students in the second cycle was 90, and the lowest score was 45.

ACKNOWLEDGEMENT

Thank you to the friends who have made significant contributions to data collection and analysis in this research. Additionally, the author would like to thank ICONESTH Bina Bangsa Getsempena University for providing facilities and technical support during this research.

REFERENCES

Mutoi, M., & Dwistia, H. (2023). Aktivitas Belajar Siswa Melalui Metode Pembelajaran Inkuiri Pada Mata Pelajaran Pendidikan Agama Islam. *Ar-Rusyd: Jurnal Pendidikan Agama Islam*, *2*(2), 159–171. https://doi.org/10.61094/arrusyd.2830-2281.226

Simanjuntak, N. (2018). Peningkatkan Hasil Belajar Siswa Melalui Metode Inkuiri Mata Pelajaran PKN Kelas Iv Sd Negeri 164525 Kotatebing Tinggi. In *SEJ (School Education Journal* (Vol. 8, Issue 3).

Supriyanto, D., Tinggi, S., Tarbiyah, I., Al, N. U., & Mojokerto, H. (n.d.). *Penerapan Metode Inkuiri Pada Pembelajaran Pendidikan Kewarganegaraan (PKN) Di Kelas V MI Salafiyah Syafiiyah Klinterejo Sooko Mojokerto*.

Ummah, M. S. (2019). Peningkatkan Hasil Belajar Siswa Melalui Metode Inkuiri Mata Pelajaran PKN Kelas Iv Sd Negeri 166492 Kotatebing Tinggi. *Sustainability (Switzerland)*, *11*(1), 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_Sistem_Pembetungan_Terpusat_Strategi_Melestari