Improving the Fifth Grade Students’ Activities and Learning Outcomes of Civics Subject by Using Inquiry Approach in Semester 2 of 2018/2019 Academic Year at SDN Karangsemanding 02 Jember

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ABSTRACT

In learning, students often face social problems and the teacher does not try to solve the problems through the implementation of learning approach. Therefore, a learning approach that is able to develop social relationship needs to be created to make the learning more enjoyable. Learning in the setting of “teacher directed” or the one which combines the learning environment called “self-directed”. Thus, inquiry model which specifically used in this research called social inquiry is expected to be able to make the teacher know the learning problem in Civics subject and then take steps to solve it. Based on the result of the research, it was known that there was an improvement in terms of quality in the activities and learning outcomes on the fifth grade students at SDN Karangsemanding 02 Balung district, Jember regency in 2018/2019 academic year. There was a considerable raise in the graphic. The classical achievement in pre-cycle which was 58.6% increased to 82.75% in cycle I and 96.55% in cycle II. Meanwhile, the average score of the class increased from 67 in cycle I to 74 in cycle II.

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INTRODUCTION

Social science subject as referred to in the curriculum KTSP functions as a science to develop rational knowledge and attitude about social phenomena and knowledge about Indonesia’s society development in the past and present time. It is clear that the aim of social science is to develop critical thinking ability and creative inquiry, problem-solving ability, and social skill. In classroom learning, the students often face the social phenomena. Therefore, a learning that is able to develop social relationship in order to create fun learning
atmosphere needs to be created. Thus, there needs a learning in the setting of “teacher directed” or one which combines with learning environment called “self-directed”.

From the explanation above, the researcher tried to implement a learning model that can be given in for any age level with different level of difficulty as well as different problem. The students will be able to develop intellectual discipline (Karli Hilda, 2012: 113). Therefore, inquiry model which more specifically used in this research is social inquiry under the theme “Improving the Fifth Grade Students’ Activities and Learning Outcomes of Civics Subject by using Inquiry Approach in Semester 2 in 2018/2019 academic year at SDN Karangsemanding 02 Jember”.

Generally, the problems of this research was how to improve the fifth grade students’ activities and learning outcomes on Civics subject of freedom of association topic by using inquiry approach at SDN Karangsemanding 02 in semester 2 in 2018/2019 academic year.

Implicitly, the purpose of this research was to develop the quality of Civics learning of social inquiry model. Explicitly, this research aimed to: (1) describe the data about the improvement of the fifth grade students’ learning activities and learning outcomes at SDN Karangsemanding 02 Jmeber in semester 2 in 2018/2019 academic year, (2) describe the data about the improvement of the fifth grade students’ learning outcomes at SDN Karangsemanding 02 Jmeber in semester 2 in 2018/2019 academic year. The result of this research is expected to be able to contribute in the development of educational world and also to be beneficial for classroom teachers, school principles, supervisor, educators at the sub-district and district levels as well as the entire community: (1) for classroom teachers, this research is beneficial to develop and added knowledge about the planning and implementing social approach of social inquiry model in improving the students’ rational thinking, (2) for students, it will make them easier to understand the content of the learning, (3) for school principle, it can be used as the suggestion to future assistance in managing teaching process done by the teacher in order to be active, creative, and innovative.

Inquiry refers to investigating while discovery refers to finding. These method is developed by John Dewey (in Soli Abimanyu, 2009) who is famous for “Problem Solving Method”. Different from Thorstone in his book “Sealing Attitude”, inquiry is an important thing to find out something until reaching the level of “belief”. This level is achieved through the support of fact, analysis, interpretation, and proof. It needs a long time of study, especially in formulating hypothesis, testing the hypothesis which needs assistance and special treatment from the teacher so that the teaching and learning process is smooth without neglecting the repressive atmosphere effect.

Civics is a school subject which needs adjustment along with the community needs and demands that is changing. It is the function of Civics as the national character building which since the proclamation of Indonesian freedom has been prioritized, needs to be revitalized so that it is in line with the direction and message of the Indonesian constitution.

According to Zarolimek (in Hidayati, 2009: 6.20), this skill contains the elements of proficiency or mastery and the capacity of doing something well. It has two characteristics namely developmental and practice. Bruner (in Silvester, 2010) explains six advantages of this model, which are: 1) The students will understand the basic concepts and ideas better; 2) It will help to use memory and transfer it to the situations of new learning process; 3) It encourages the students to think and work on their own iniciative; 4) It will help the students to think intuitively and to formulate hypothesis; 5) It will give satisfaction; 6) It will make the learning situation more enthusiastic.
According to Sardiman (2009: 26) activity means activeness. It is everything that is done both physically and non-physically. Activity is also a very important principle in teaching and learning interaction. Meanwhile, according to Oemar Hamalik in Soli Abimanyu (2009: 81), learning is a process of changing individual behavior through interaction with the environment. The behavioral aspects consist of: knowledge, understanding, habits, skills, appreciation, emotional, social, physical, ethical behavior, and attitudes. If people learn, it can be seen that there is a change in one or more aspects of the behavior.

Learning outcomes are an effort made by someone to get a comprehensive change in his or her behavior as a result of one's own experience and interaction with the environment (Nabisi Lapono, 2009: 2). Learning achievement can be seen from learning outcomes. The criteria of the students’ learning achievement in their learning outcomes can be described as follows: (1) individual absorption, a student is assumed to be successfully achieved learning if he or she has reached a score of ≥ 70 from a maximum value of 100 (adjusted to the Minimum Completeness Criteria for SDN Karangsemanding 02, 2019), (2) classical absorption, a class is assumed to be successfully achieved learning if there are at least 70% of students have reached a score of ≥ 70 (adjusted to the Minimum Completeness Criteria for SDN Karangsemanding 02, 2019).

Learning method uses discussion method and observation method. Discussion method is a way of learning by raising problems. In discussion, there is an exchange of ideas or opinions to get a common opinion. With the method, the students' courage and creativity in expressing ideas are triggered, so they are used to exchange ideas with friends and to respect and accept other people's opinions.

Observation method or what is called as the demonstration method is a way of presenting subject matter through demonstration of a particular process, situation or phenomenon being studied, either on the actual object or in its imitation (Winataputra, in Nabisi Lapono: 2009).

Based on the research problems stated above, the action hypothesis in this Classroom Action Research can be formulated as follows: (1) there is an improvement in the fifth grade students’ activities during Civics learning activities by using Inquiry method at SDN Karangsemanding 02 Jember. There is an improvement in the fifth grade students’ Civics learning outcomes by using Inquiry method at SDN Karangsemanding 02 Jember.

METHODOLOGY

This research took place at SD Negeri Karangsemanding 02 in Balung Sub-district, Jember Regency. Purposive sampling area method was used to determine the research area in which it was purposively selected regarding the certain objectives and considerations such as the limitations of time, manpower and fund so that the large sample was not obtained. It was carried out in semester 2 in 2018/2019 the academic year during Civics Learning. Meanwhile, the subjects covered 29 students of grade V students involving 16 males and 13 females.

The students’ learning activities observed in this research were the students' behavior during their participation in learning activities which covered paying attention to teacher explanations, presentations, having the questioning skills, and delivering the results of their work.

In this research, the learning outcomes were measured by the completeness of students learning achievements through the tests, whilst the completeness of students’ learnings achieved were individual and classical. Individual completeness was achieved if the students
obtained the minimum score of 70 and classical completeness was achieved if there were at least 70% of students reached the completeness individually.

It referred to a teaching model in the structural form consisting three main characteristics, covering: The existence of social aspects, the existence of hypothesis determination, The existence of facts. Social Science became a subject complementing a set of events, conceptual facts (chart, plans) and the generalizations related to social and citizenship issues.

The approaches used in this research were quantitative and qualitative. The quantitative approach was used since the data obtained were in the form of numbers. Meanwhile, the qualitative approach was used because the data obtained were in the form of words.

There was a procedure done in classroom action research. This research design covered (1) planning of action, (2) implementation of action, (3) observation, and (4) reflection (Kasiani Kasbolah in Aunurrahman, 2010: 69-70).

At first, this research was planned to use two cycles, but if the learning outcomes reached the classical completeness in the first cycle, the implementation of the first one was stopped. If the results obtained did not reach classical completeness, this research was brought up to the next cycle.

![Figure 1. The Cycle of Spiral Model (Kasiani Kasbolah in Aunurrahman, 2010:16)](image)

The stages done in this research were as follows: at the pre-cycle stage, the researcher did the preliminary observation on the learning done by the classroom teacher. The emphasis of preliminary observation was on the learning method implemented by the teacher. From this preliminary observation, the researchers found the problems referring teacher’s inaccuracy in implementing the learning method and the lack of students’ ability to understand the material being taught. Hence, the researcher was ready with the problem and the solution by applying the inquiry method to increase the activities and learning outcomes of the grade V students at SDN Karangsemanding 02 Jember.

Planning / Preparation. (1) There were not any difficulties found in obtaining the permission to carry out the classroom action research since it was done in a class organized by oneself and supported by the students and headmaster in which they became the support of activities in this research. (2) Identifying the problems by pre-examining SK KD in Civics subjects by looking at the objectives, content, sources and media so that an appropriate teaching approach was identified. (3) Formulating the specification of social inquiry model on each subject which was then used. (4) Developing the research plan from a series of activities carried out as a whole.
During this stage, the problem exploration, concepts or teaching materials being taught were done. Then, compiling the observation sheets during the learning process and constructing the questions of test to determine the level of students’ achievement were also conducted.

**Action Plan.** Cycle

Steps: (1) Preparing the learning material by using social inquiry model, (2) Monitoring the effectiveness of social inquiry model by using the format provided, (3) Evaluating the activities being done based on the format, success and effectiveness of the model learning and what obstacles found.

Cycle II. Steps: Most activities were the same as in Cycle I, only few things changed, they involved the use of media, student worksheets and focus more on the students’ abilities. The use of learning media led to the more relevant social inquiry model, (2) Monitoring, evaluating every action taken and analyzing the effectiveness on the use of inquiry model, (3) Carrying out overall improvements for further action.

**Reflection.** Cycle I

Through this reflection activity, the causes of failure and the development on how much the students achieved were possible known. Thus, the results of the reflection in cycle I became the basis in improving the implementation of cycle II.

The observation done in this research was direct observation. It was in line with what Ali said (in Aunurrahman 2010: 91) that direct observation was done directly to the indications of the subject being studied. Arikunto (in Aunurrahman 2010: 128) pointed out that a guided free interview was an interview conducted by an interviewer by having a complete and detailed set of questions. In this research, the essay test was used. According to Arikunto's opinion, the essay test had an advantage over the objective test, as it encouraged the students to express their opinions and the teacher was able to find out their ability in exploring the problem tested. The documents used in this study were the data on the names of students and the scores of grade V students at SDN Karangsemanding 02 Jember.

The data analyzed in this research was as follows:

| No | Category        | The Score Interval of Activities | The Number of Students | Percentage(%) |
|----|-----------------|----------------------------------|------------------------|---------------|
| 1. | Very Active     | $16 \leq x \leq 20$              |                        |               |
| 2. | Active          | $11 \leq x \leq 15$              |                        |               |
| 3. | Sufficiently Active | $6 \leq x \leq 10$            |                        |               |
| 4. | Less Active     | $0 \leq x \leq 5$               |                        |               |

*(Depdikbud in Sugianto, 2011 : 22)*

In obtaining the activities in the use of demonstration method, the formulation was as follows:

$$\% \text{ keaktifan} = \frac{\text{Jumlah siswa dalam kategori}}{\text{Jumlah seluruh siswa}} \times 100\%$$

The criteria of individual and classical students’ activities (adjusted to the Minimum Completeness Criteria at SDN Karangsemanding 02, 2019): The students were classified into “completed” if their activities were into “active” or “very active”, the classical completeness: the class was declared “completed” if the number of “achieved” students reached 70% of the total number of students in the class.

Completeness of student learning outcomes
Information:
P = percentage of student learning completeness
n = The number of students who completed learning
N = Total number of students

The criteria for completeness of student learning outcomes were stated as follows (adjusted to the Minimum Completeness Criteria for SDN Karangsemanding 02, 2019): (1) Individual absorption, a student is said to complete the learning if it has reached a value of ≥ 70 from a maximum value of 100, (2) Classical absorption, a class is said to complete the learning if there are at least 70% of students who have reached a value of ≥ 70.

Table 2. Percentage of Learning Outcomes

| No. | The percentage of completeness of class VI learning outcomes | Criteria |
|-----|-----------------------------------------------------------|----------|
| 1.  | 90 % ≤ P ≤ 100 %                                         | Very complete |
| 2.  | 70 % ≤ P < 89 %                                          | Complete  |
| 3.  | P < 70 %                                                  | Incomplete |

RESULT AND DISCUSSION
Implementation of Classroom Action Research

Action Planning (Cycle 1). Before taking action I, the researcher prepared several teaching instruments that referred to the Civics subject curriculum by formulating teaching preparation in the form of lesson plans of the chapter of "Freedom of Association" subchapter Understanding and characteristics of organization along with student worksheets and pre/post-test plans, and questionnaires, several research formats and observation guides, because the readiness of these instruments was indispensable for the implementation of accurate research.

Implementation of Actions I

The implementation of the action was carried out on April 2, 2019 at the third session because the first and second sessions were religion lesson, so the researcher had plenty of time to prepare the questions and worksheets. The researcher immediately conducted a pretest after giving directions first and had time to reprimand the students who were recorded in field note one. From the data above it can be concluded that 58.62% of students cognitively answered the questions well and the rest who had not succeeded were said to complete the learning with an average class of 67, so it can be said that before this research activity was carried out, class V did not complete the learning classically because classical completeness of at least 70% of the total students have reached the complete score.

Action of Teaching and Learning Process I

The preliminary test results showed that students must be brought to a tentative attitude of knowledge, for that the implementation of the action was continued in the second step, which was the learning process using the inquiry model, deliberately the researcher did not directly on his social inquiry in order to get a fundamental difference from learning outcomes. The research was conducted on the second day, April 2, 2019, as usual, the
observer had occupied the back seat. The class average increased from 67 to 72 and classical completeness from 58% to 82.75%. The required classical completeness of at least 70% has been achieved, and there has been an increase in student learning outcomes.

Analysis and Reflection
From all of the activities in Cycle I that have been carried out, the researcher and the observer discussed the findings obtained during the post test.

Classroom Action Planning (Cycle 2). In the second action planning stage, the researcher prepared a unit of study that has the capacity of social inquiry by determining the problem of a social phenomenon, through the stages of orientation, hypothesis, definition, exploration, verification and generalization. Then also planned to carry out learning outside the classroom.

Implementation of Actions I
The implementation of the second action was carried out on April 9, 2019, which as usual began with praying and greetings, checking student attendance, and the perception of previous lesson.

At the first stage of orientation, the researcher asked students to determine problems related to natural and artificial appearances. The next implementation, students worked on worksheets specifically designed according to the stages of social inquiry. The results of the worksheets showed that each group was able to answer 3 questions well. One group still needed improvement in terms of language and writing editors. Here students really felt happy to be treated as honorable little guests, the friendly devices guided students into the room, starting with questions and answers between students and representatives from the village. From the assessment of processes and attitudes in the second cycle of activity, overall students got good grades.

Analysis and Reflection
After conducting discussions with observers, several findings were obtained that were not far from the researcher’s observations: Student Activities, Effectiveness of Using Learning Resources, Teacher Activities. For this reason, the researcher reflected that this activity needed to be continued with more interesting and challenging things.

Discussion of the results of action
From the data collected, the researcher believed that learning using social inquiry was able to improve learning outcomes and was also able to apply it in everyday life so that it can be developed in relation to society in general. The activities that the researcher performed by following all the stages of social inquiry, namely the orientation stage, hypothesis, definition, exploration and the verification stage and the generalization stage had an impact on students' social sense in terms of developing a sense of responsibility, especially group responsibility so that it produced results. Students' respect for human dignity, being able to appreciate differences, and students' tolerance of other people fostered a habit of social action.

Experts say that the lack of the social inquiry model is that it is difficult to implement with a large number of students. However, the researcher was lucky and did not experience significant difficulties with the 29 students and various teaching preparations that had been prepared beforehand, only minor problems such as students' were lack of knowledge in terms of language vocabulary and student readiness by testing the courage to ask questions, but it was overcome with a persuasive approach to students.
CONCLUSION

Based on the results of the research, it can show that there was an increase in the quality of activity and students’ learning outcomes in class V SDN Karangsemanding 02 Balung District, Jember Regency in 2018/2019 academic year, the graph continued to rise. Classical completeness in the pre-cycle was 58.6%, increased to 82.75% in cycle 1 and increased again to 96.55% at the end of cycle 2. As for the class average from 67 to 72 in cycle 1, it increased again to become 74 in the evaluation cycle 2.

The results showed the advantages of using the principle of the social inquiry model was that students in grade V SDN Karangsemanding 02 Balung District, Jember Regency 2018/2019 academic year were trained in finding problems, thinking creatively in all situations on their own initiative so that learning was more stimulating.

From all the activities performed, it can be concluded that the social inquiry model was very suitable to be applied to examine social symptoms that arose in society, in fact even third grade elementary school-age children were already able to carry out the stages of inquiry by making hypotheses as a direction in problem solving and use facts as hypotheses.

The results of this research were expected to have the best contribution to the world of education. And it is recommended to: (1) Classroom teachers to develop this research in adding insight to plan and use this social inquiry model in improving students’ learning, (2) The principal can use the results of this research to guide classroom teachers in managing the teaching and learning process carried out by the teacher, so that teachers are encouraged to do Teaching and Learning Process which emphasizes active students and the teacher only acts as a facilitator, (3) Other research, that the results of this research can be used as a reference for developing this research in more detail, extensive, and quality.

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