

APPLICATION OF INQUIRY LEARNING MODEL TO IMPROVE SOCIAL STUDIES LEARNING OUTCOMES OF GRADE III STUDENTS AT SD NEGERI BERINGIN JAYA

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Abstract: This study aims to determine the effectiveness of the inquiry learning model in improving social studies learning outcomes of grade III students of SD Negeri Beringin Jaya. The background of this research is based on the low social studies learning outcomes of students as shown by pre-test data and preliminary observations that show the lack of active participation of students in the learning process. The conventional teacher-centered learning model is one of the main causes of these low learning outcomes. For this reason, an approach is needed that is able to increase students' activeness, creativity, and understanding of social studies materials, one of which is through the application of the inquiry learning model. This study uses a quantitative approach with a quasi-experimental method and a one-group pretest-posttest design. The research subjects consisted of 20 grade III students of SD Negeri Beringin Jaya. The instrument used was a learning outcome test in the form of multiple choice as many as 20 questions. The validity and reliability of the instrument are tested before use. Data were analyzed using paired t-tests with a significance level of 0.05. The results of the study showed an increase in student learning outcomes after the implementation of the inquiry learning model. The average post-test score reached 79.6 compared to the pre-test of 57.5. The t-test yielded a t-count value of 7.8 with a significance of 0.002 ($p < 0.05$), indicating that there was a significant difference between before and after treatment. In conclusion, the inquiry learning model is effectively used to improve social studies learning outcomes in elementary school students.

Keywords: Inquiry Learning, Learning Outcomes, Social Studies, Elementary School Students

INTRODUCTION

Social Sciences (IPS) is one of the important subjects in the basic education curriculum in Indonesia. The purpose of social studies learning is not only limited to providing knowledge about social life, history, geography, economics, and culture, but also aims to form the personality of students who have social awareness, responsibility, and the ability to think critically in dealing with social problems around them. However, in practice, social studies learning is often faced with various challenges. One of the biggest challenges is the low level of student involvement in the learning process. Teachers tend to still use conventional approaches such as lecture methods and assignments without giving space for students to actively participate. This causes the learning process to be monotonous, less interesting, and unable to motivate students optimally. As a result, student learning outcomes tend to be low, both in cognitive, affective, and psychomotor aspects.

This condition also occurred at SD Negeri Beringin Jaya, where many students showed a lack of enthusiasm and participation during social studies learning. The results of initial observations showed that students were more silent, rarely asked, and only took notes without really understanding the material presented. In addition, the results of the formative evaluation showed that most students had not reached the Minimum Completeness Criteria (KKM) set by the school.

To overcome these problems, there needs to be innovation in learning strategies that are more student-centered and actively involve them in the learning process. One relevant and potential approach is the inquiry learning model. The inquiry learning model is an approach that emphasizes the process of seeking and discovering knowledge by students themselves through questioning, investigating, analyzing, and concluding activities. With this approach, students not only become objects of learning, but also become subjects who actively build their knowledge.

Inquiry learning is believed to be able to improve learning motivation, critical thinking skills, and overall student learning outcomes. This model places students as small researchers who actively explore problems that are contextual and relevant to everyday life. The teacher acts as a facilitator who guides students through the stages of inquiry such as formulating questions, collecting data, interpreting information, and drawing conclusions.

Based on this background, the author is interested in conducting research on the application of the inquiry learning model as an effort to improve social studies learning outcomes of grade III students at SD Negeri Beringin Jaya. This research is expected to contribute to improving the quality of social studies learning and become a reference for teachers in choosing the right and effective learning strategies.

METHODOLOGY

The research methodology is an important step in ensuring the accuracy and validity of the research results. In this study, a quantitative approach was used with a quasi-experimental method. The research was conducted to test the effectiveness of the application of the inquiry learning model on student learning outcomes in social studies subjects.

Research Design

The research design used is *One Group Pretest-Posttest Design*. This design allows researchers to know the changes that occur before and after the treatment is given. In this case, students were given tests before and after the learning process with an inquiry model to find out the effect of treatment on their learning outcomes. This design is suitable for use in situations where control groups are difficult to present.

Research Subject and Location

The subjects in this study are grade III students of SD Negeri Beringin Jaya in the 2024/2025 school year. The number of students is 20 people consisting of 11 male students and 9 female students. The sample was determined using a saturated sampling technique, where the entire population was used as a sample because the number was relatively small and homogeneous. The research location was chosen because this school faces challenges in the social studies learning process and has representative conditions for the application of innovative learning models.

Data Collection Techniques and Instruments

Data collection was carried out using an instrument in the form of a learning outcome test in the form of multiple choice as many as 20 questions. These questions are compiled based on social studies learning indicators that are relevant to the curriculum. In addition, observation sheets are also used to assess student activities during the learning process. Observations were made to see student involvement, participation, and response to the application of the inquiry model.

The test is carried out twice, namely before treatment (*pre-test*) and after treatment (*post-test*). The pre-test aims to determine the initial ability of the student, while the post-test aims to measure learning achievement after the learning process with an inquiry model.

Data Analysis Techniques

The data of pre-test and post-test results were analyzed using descriptive and inferential statistics. Descriptive statistics are used to calculate the average grade, standard deviation, and percentage of student completion. Meanwhile, an inferential statistical test was carried out using a *paired sample t-test* to determine the significant difference between learning outcomes before and after the application of the inquiry learning model.

Hypothesis testing was carried out using a significance level of 5% ($\alpha = 0.05$). If the significance value (p-value) is less than 0.05, then it is concluded that there is a significant influence of the application of the inquiry learning model on student learning outcomes. All analyses are done with the help of statistical software to improve the accuracy of the analysis results.

RESULTS OF RESEARCH AND DISCUSSION

Research Results

This study showed a significant increase in social studies learning outcomes of students after the implementation of the inquiry learning model. Here is the complete data of the pre-test and post-test results:

No.	Student Initials	Rather a pre-test	Post-Test Scores	Information
1	S1	55	75	Increase
2	S2	50	80	Increase
3	S3	60	85	Increase
4	S4	45	70	Increase
5	S5	65	90	Increase
6	S6	55	75	Increase

7	S7	40	65	Increase
8	S8	70	90	Increase
9	S9	60	85	Increase
10	S10	55	80	Increase
...
Average		57,5	79,6	

The pre-test high is 70 and the lowest is 40, while the post-test high is 95 and the lowest is increased to 65. The results of the paired t-test show a t-calculated value of 7,8 and significance value **0,002** ($p < 0.05$), which means that there is a **Statistically significant differences** between the results before and after treatment.

Moreover **85% of students achieve grades above the Minimum Completeness Criteria (KKM) 70%** after the implementation of the inquiry learning model, compared to only 30% before treatment. This proves that inquiry learning not only improves average outcomes, but also a more equitable distribution of learning outcomes across students.

Discussion

The data have clearly shown that the inquiry-based learning model is very effective in improving students' academic achievement in social studies. The significant improvement from 57.5 in the pre-test to 79.6 in the post-test average score is an indication that this pedagogical strategy fosters improved understanding and retention of the subject matter. Inquiry-based learning helps students become successful learners by owning their learning process. Allowing them to ask questions, investigate, analyze data, and present results fits with the constructivist theory of learning where students are seen as active builders of knowledge. Group inquiry also fosters interpersonal and communication skills; thus, it carries quite holistic forms of educational benefit.

The large and statistically significant results ($p < 0.05$) confirm the change of scores is not due to random occurrence, but due to the revision of teaching

methodology. That's especially true at the elementary level, where kids learn best when they're doing. The model is flexible enough to allow for differentiated instruction, as can be seen in the score gains of both high and lower performing students.

In addition, inquiry-based learning encourages the development of long-term cognitive skills. The result of this active exploration is that students avoid superficial rote memorization and begin to develop a deeper understanding of the concepts. It develops critical thinking skills -of analysis, synthesis, evaluation-demanding of 21st century learning competences. This work corroborates the results of previous educational studies (e.g., Abidin, 2018; Rusman, 2018) which justify the use of the inquiry model as being effective and straightforward for use in classroom. The model is especially valuable in disciplines such as social studies, whose emphasis on real-world connections and problem-solving becomes particularly critical. Inquiry learning is flexible and can be hardwired to the context, hence appropriate for all sorts of educational regions.

In conclusion, inquiry-based learning not only raises the quality of teaching, but also fosters students' curiosity, independence and cooperative problem-solving skills. It refocuses learning from passively absorbing information to actively making meaning, essential for iPodding students to be competent and reflective learners.

CONCLUSION

Based on the results of research that has been conducted on the application of the inquiry learning model to the learning outcomes of social studies students in grade III at SD Negeri Beringin Jaya, it can be concluded that the inquiry learning model has a significant and positive impact on improving student learning outcomes. This is shown by the increase in the average score from the pre-test by 57.5 to 79.6 in the post-test after the application of learning with the inquiry model. The results of statistical analysis with the t-test showed that this increase was statistically significant with a significance value of 0.002 ($p < 0.05$), which means that there was a significant difference between learning outcomes before and after treatment.

In addition to improving scores, the inquiry learning model also succeeds in creating a more active, collaborative, and meaningful learning atmosphere for students. Students not only become passive listeners, but rather engage in the learning process through discussion, exploration, investigation, and problem-solving that encourage their critical thinking abilities. With this model, students are invited to discover concepts and knowledge on their own so that their understanding of the material becomes more in-depth and durable.

The application of the inquiry learning model also has a positive impact on the affective and social aspects of students. During the learning process, students show a higher attitude of responsibility, cooperation, curiosity, and confidence. This shows that inquiry learning not only improves the cognitive aspect, but also helps the overall character development of students.

Overall, it can be concluded that the inquiry learning model is an effective, innovative, and suitable learning strategy for use in social studies learning in elementary schools, especially for grade III students. This model is able to answer the challenges of conventional learning that tend to be boring and do not actively engage students. By implementing inquiry learning, teachers can create more dynamic learning and are oriented towards the development of students' potential as a whole.

This research also makes theoretical and practical contributions to the development of learning models at the elementary level. From the theoretical side, the results of this study support constructivist education theories that emphasize the importance of active student involvement in building understanding. From the practical side, this study provides recommendations that can be used as a reference for teachers and education practitioners to choose learning strategies that are able to improve learning outcomes while fostering positive character in students.

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