

Increasing Students' Interaction Ability With Environment Through Inquiry Model

Nora Dhiansa Ayu Nadhiroh^{1,*}, Tri Murti¹, Arda Purnama Putra¹

¹ Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

* Corresponding author. Email: noradhiansaayunad@gmail.com

Abstract: This research aims to improve the learning outcomes of human interaction with the environment through the Inquiry model. Research is conducted with a qualitative approach and type of class action research. Data collection with interview techniques, observations, tests, field notes, and documentation. The results showed the average teacher activity increased from 85.19% to 95.37%. Student activity has increased from 63.91%, to 90.45%. The results of learning aspects of knowledge increased from 70.37% to 94.44%. Improvements also occur in aspects of skill and attitude.

Keywords: learning outcomes, Inquiry, human interaction

1. INTRODUCTION

The learning of social sciences should be learning that emphasizes facts, concepts, and generalizations. According to the opinion of Zainuddin & Suwarti (2017) that the learning of social Sciences is a learning that emphasizes the interaction between human beings and the social community in order to adapt the student's social sensitivity Environment may increase. Students can know the conditions or problems in the neighborhood if students observe directly. According to Trianto (2012) in the study of social sciences discussing human relationships with the environment, this is done so that students can develop their knowledge by looking at social conditions in the community.

One of the materials in social science learning that relates to the social environment is the form of human interaction with the environment. The material form of human interaction with the environment is one of the materials in the learning of social sciences that there are facts in the surrounding environment. It is in line with the opinion of Deasyanti (2018) that social science is a content that contains environmental analysis, social interaction, and events that occur from economic, social and cultural activities. Interaction is a reciprocal relationship that occurs between individuals with individuals, individuals with groups, as well as groups with groups. According to Sunarto (2008) human beings live in an environment of natural, social, economic, and cultural environment.

Learning can be done with observations to find problems that occur. In addition, students need to maintain the form of interaction, according to Murtiningsih (2017) natural resources needed by humans for their life needs. Natural environment is the distribution of social/human environment. Sustainability can occur when both natural

and human environments can be maintained. Elementary school children have different characteristics with early childhood. Desmita (2009) opinion, elementary school children are active children because they like to play, make movements, love working groups, and enjoy doing something directly. In accordance with the material form of human interaction with the environment has an influence on the social development, culture, and Economic community that keeps the students active. Such influence is found in the livelihoods of people around the shelter (Mulyadi, 2008).

The discoveries gained can be analyzed so that students are active in acquiring knowledge, attitudes, and skills. It is according to the understanding of Social sciences according to Suminah (2014) that social sciences can analyses a fact, concepts, and generalization in the material being taught. Thus, aspects of knowledge, attitudes, and skills can analyses the material form of human interactions with the environment. According to Susanto (2013) Social sciences aims to develop the thought process of students based on the social conditions found in the community, so that students can be responsible for the social conditions that occur in the social environment. Through Social sciences the basic students in the field of attitude and knowledge can increase. While according to Meja (2017) Social sciences aims to realize students find problems. As such, teachers can associate learning with real life.

The facts gained in the field did not match as expected. There are problems from teachers and students who can influence learning outcomes. Based on observations conducted in the V class of Public Elementary School (SDN) Karanggayam 1 Blitar, Indonesia, the social sciences learning materials are delivered with lectures, questions and answers, and assignments. When the teacher

explained, there was a student who played alone with his friend. Students do not understand the learning materials submitted, because the teacher does not use learning media. Passive class conditions, students do not want to ask the teacher. The learning activity impacts students' learning outcomes in V-class on Social sciences learning. Students are still given value under the specified Minimal submission criterion of ≥ 75 . The details of the student value on the Social sciences charge are from 27 students as many as 16 students (59%) Shows learning outcomes under KKM and 11 students (41%) Have fulfilled the minimum submission criteria.

The problem in learning Social sciences in the V-class of SDN Karanggayam 1 Blitar can be overcome by implementing the Inquiry model. The Inquiry Model can allow students to find information without the teacher's help, so that students can formulate questions and seek their own answers (Sianipar, 2016). Model Inquiry is a learning model that emphasizes students to active thought processes through discovery. In accordance with the opinion of Shoimin (2014) that the Inquiry model is a learning model that emphasizes on student activity and can change the child's behavior on the student learning experience to find a problem.

Inquiry Learning Model makes students gain new knowledge from the discovery process based on the problem. Inquiry learning models can be used on the material form of human interactions with the environment, so that students are more interested in learning and able to master the material well. It is in accordance with the characteristics of elementary school children according to Desmita (2009), elementary school children are active children because they like to play, make movements, love working groups, and enjoy doing something directly. Successful application of Inquiry learning model has been proven from the research results Novianti (2017). The research was conducted on students of IVA SDN 2, Trenggalek, and could increase student learning outcomes as much as 40%.

This research explains the implementation of the Inquiry model on the material form of human interactions with the environment in the V class of SDN Karanggayam 1 Blitar and the increase in the material of human interaction forms with the environment through models Inquiry in class V of SDN Karanggayam 1 Blitar Regency.

2. METHOD

The approach used in this study is a qualitative approach and the type of research used is research action Class (PTK). This study was intended to describe a state class V student who amounted to 27 students in the material learning of human interactions with the environment using the Inquiry model at SDN Karanggayam 1 Blitar Regency, Indonesia. The implementation of class action research is implemented according to the plot of Kemmis and Taggart (in Arikunto,

2015) which includes planning, implementation, observation, and reflection. Research was conducted for 2 cycles and each cycle consisted of 2 meetings.

The data required in this study are two namely qualitative data and quantitative data. Qualitative Data In this study is the activity of students and teachers during the learning process. The data is the learning process data using the Inquiry model. The data source is teacher and student activity during learning using the Inquiry model.

Quantitative data in this study is student learning data. Students learning outcomes are the value of knowledge, attitudes, and skills on the material of human interaction with the environment using the Inquiry model. Data collection techniques in this study include interview techniques, observations, tests, field notes, and documentation.

The data analysis used in this research is qualitative analysis. This analysis illustrates the reality in accordance with the data obtained to determine the effectiveness of Inquiry model learning to improve the learning outcomes of human interactions with the tongue. The data analysis technique used is the technique according to Sugiyono (2015) which consists of 3 phases, namely data reduction, data presentation, and conclusion.

Data analysis begins with collecting data from interviews, observations, evaluation tests, and field notes, and documentation. The Data is presented in table Form and narrative exposure. Can be known percentage of teacher activity and students experience an increase from cycle I to cycle II. In cycle I meeting 1 teacher activity reached 81.48% with good criteria and meeting 2 by 88.89% with very good criteria. In cycle II meeting 1 teacher activity reaches 94.44% with very good criteria and at meetings 2 96.30% with excellent criteria. Average percentage of teacher activity on cycle I to cycle II increased from 85.19% with good criteria to 95.37% with very good criteria.

Student activity on cycle I of meeting 1 reaches 53.63% with criteria need guidance to be 75.18% with good criteria. In cycle II meeting I Percentage of student activity of 87.91% with excellent criteria to be 92.99% with very good criteria. The average student activity from cycle I to cycle II experienced an increase of 63.91% with enough criteria to be 90.45% with excellent criteria.

From the above exposure to the implementation of the Inquiry model on the material learning of the form of human interactions with the environment in students in the class V SDN Karanggayam 1 Blitar can be performed very well by the teachers and students. Student learning results by applying the Inquiry model can be seen from the value of knowledge, skills, and attitudes of students.

The knowledge value of students has increased from the preset stage to cycle II. At the preset stage, the average rating of 66.48 with a classic percentage of the classification of 40.74% of the criteria is very lacking. At Cycle I Meeting 1 obtained an average value of 72.11 with a percentage of 62.97% criteria need guidance, increased

by obtaining an average value of 79.02 with a percentage of 77.78% sufficient criteria. At Cycle II Meeting 1 earns an average value of 89.18 with a percentage of 88.88% good criteria, increased to 89.55 with a percentage of 100% very good criteria.

The increased percentage of classical survival increased from the preset to cycle II, i.e. from 40.74% of the criteria is very low, to 70.37% sufficient criteria, and increased in cycle II to 94.44% very good criteria.

The skill value of students experiencing an increase from cycle I to cycle II. The average value in cycle I of meeting 1 is 59.26 with a percentage of 37.04% of criteria very less increased at meeting 2 gained an average of 69.44 with a percentage of 77.78% sufficient criteria. At cycle II Meeting 1 gained an average of 80.56 with a percentage of 96.30% good criterion, increased at a meeting of 2 to 90.74 with a percentage of 100% very good criteria.

Increased survival percentage increased from cycle I to cycle II, i.e. from 57.41% with enough criteria to be 98.15% with excellent criteria. In cycle I Meeting 1 student responsibility attitude emerged as much as 7 with a percentage of 25.93% of the criteria is very lacking, increased to 13 occurrences with a percentage of 48.15% of the criteria is very lacking. In cycle II meeting 1 The attitude of responsibility emerged to 23 students with a percentage of 85.14% good criteria. At meeting 2 appeared 27 students with a percentage of 100% criterion very good.

The confident student attitude experienced an increase from cycle I meeting 1 gained mode 7 with a percentage of 25.93% criterion very less, being 13 mode with a percentage of 48.15% criterion is very lacking. In cycle II meeting 1 gained the mode 22 with a percentage of 81.52 good criteria, being the mode 25 percentage 92.60% criterion is very good.

From the exposure of the research findings on the show there is an increase in the learning outcomes of human interactions with the environment through the implementation of the Inquiry model on students of V grade SDN Karanggayam 1 Blitar Regency. It can be seen from an aspect of knowledge, skills, and attitudes that continue to experience increased.

3. DISCUSSION

This discussion explains the implementation of the Inquiry model on the material of human interaction with the environment in grade V students at SDN Karanggayam 1 Blitar Regency and the results of learning the material of human interactions with the environment through the Inquiry model in grade V students at SDN Karanggayam 1 Blitar District which are outlined as follows.

A. Application of Model Inquiry on the Material of Human Interaction with Environment

The implementation of Inquiry model on the material of human interaction with the environment in grade V students at SDN Karanggayam 1 Blitar has increased. In

the I cycle the average percentage of teacher activity is 85.19% with good criteria and increased in cycle II, obtained by average percentage of teacher activity by 95.37% with excellent criteria.

On the I cycle the teacher is already maximally deep in guiding students formulating problems and drawing conclusions. In addition, there are steps that are not carried out to the fullest by the teacher, which is when guiding the students to stimulate sensitivity in the orientation step and apply for hypotheses. Teachers are also less than maximums in guiding students to classify the data they have acquired and look for troubleshooting that has been obtained. These steps are less maximized because teachers are less able to give challenging questions to students. In cycle II teachers are maximized when guiding students in the orientation of problems, formulating problems, making temporary answers, and drawing conclusions. The step that the teacher has not performed optimally is when the teacher guides the student analyzing the data and reassures students when testing the hypothesis. These steps are less maximum because teachers are less able to guide students in processing data.

The results of the teacher activity on cycle I and cycle II show that the teacher has implemented the learning steps according to the Inquiry model. Inquiry model steps According to Sanjaya (2012) includes orientation, formulating problems, filing hypotheses, collecting data, testing hypotheses, and drawing conclusions. Activities that have been done by the teacher in accordance with the steps of Inquiry although there are some activities that are less maximum.

The application of Inquiry model that has been done by the teacher has impact on student activity. In cycles I and II students' activities have improved. The average student activity in cycle I is 63.91% with sufficient criteria, increasing in cycle II of 90.45% with excellent criteria.

In cycle I found the activity of students who have performed optimally that is, students can make a temporary answer and draw conclusions. In addition, there is a student activity in cycle I that has not done optimally that is in understanding the reading text. In addition to the optimal student activity, there are less optimal student activities, i.e. students are less able to formulate and analyses problems and analyze data. Students also lack understanding how to test hypotheses to conclude. This is because the teacher does not guide students in every step of the way. In cycle II the activity that has been done optimally by the students is the orientation of problems, formulate problems, make temporary answers, and draw conclusions. Student activity on the II cycle is not optimal when analyzing data. When testing the hypothesis there were some students who lacked the answers, as students were less attentive to the teacher's explanation.

Student activity experienced an increase from cycle I to cycle II. Students have taken steps according to the Inquiry model so that students can formulate problems, collect data, analyses and test hypotheses, and draw

conclusions. In line with the opinion of Muhadjir (Fathurrohman, 2015) that in Inquiry has measures that serve to form the mental learners in formulating problems, designing research activities, conducting investigations, collecting data, analyzing, and formulating conclusions.

In cycle I students have not been able to find any problems when observing the environment around, but in cycle II students can find problems from media observations of environmental and image. This proves that there is an increase in student activity from cycle I to cycle II in terms of finding problems in accordance with the advantages of the Inquiry model according to Shoimin (2014) that the Inquiry model is a learning model that emphasizes Student activity and can change the child's behavior on the student's learning experience to find a problem. Students can find problems found in the media because students are accustomed from previous observations and students have experience learning to observe media according to real conditions.

Student activity in Cycle II is enthusiastic about observing environmental media and drawing from people's lives. This is in accordance with the opinions of Murti (2018:26) that learning for elementary school students should have the characteristics of one of them is through activities for direct practice or observation and use the media so that children engage in learning. In these activities proved that with the observation of media related to real life, students became pleased to follow the learning.

In cycle I the student has not been optimal in solving the problem, while in cycle II students can solve the problem optimally. This in line with the opinion of Syah (2010:39) children aged 7-12 has a feature of changing the thinking gradually. Students can solve problems gradually and because of their habits. Based on the discussion shows that the Inquiry model was successfully applied to the material learning of the form of human interaction with the environment in the V class of SDN Karanggayam 1 Blitar Regency. The successful implementation of the Inquiry model can be seen from increasing teacher and student activity.

B. Learning Outcomes of Human Interaction with Environment Through Inquiry Model

Based on the exposure of the data described, students' learning results in aspects of knowledge, skills, and attitudes have increased from the preset stage to the end of the II cycle. At the preset stage, a percentage of 40.48% was received. In cycle I the knowledge value of students gained an average percentage of 70.37% criterion enough. The skill value on cycle I gained an average success of 57.41% criterion enough. On the attitude of responsibility and self-confident students in cycle I of 25.93% to 48.15%.

The results of learning in the I cycle generally have not been completed because it has not reached 80%. The improvement of this study results in accordance with the opinion of Sudjana (2009:8) that the calculation of the

percentage of submission is 80% for the classical. If it has not reached the classical, it should be held cycle II. Student learning results in cycle II on the knowledge aspect gained a percentage of 94.44% with excellent criteria. At cycle II in the skill aspect gained average student success in the skill aspect of 98.15% very well. The value of the attitude of responsibility from 85.14% to 100% and confident students from 81.52% to 92.60% have increased.

The increase of students' learning outcomes from cycle I to cycle II occurs in all aspects of knowledge, attitudes, and skills. According to the opinion of Susanto (2013:5) that the results of learning is a change of the three aspects that are aspects of knowledge, attitudes, and skills of the learning activities that have been done. This shows that students have succeeded in learning material forms of human interactions with the environment using the Inquiry model.

This research is one of the evidences that the Inquiry model makes students active in the learning process and can improve the learning outcomes aspects of knowledge, attitudes, and skills. According to Shoimin (2014) the excess learning model of Inquiry is a study that emphasizes student activity that includes aspects of knowledge, attitudes, and psychomotor. This suggests that students experience improved learning outcomes in aspects of knowledge, attitudes, and skills well. The increased learning results were strengthened by the previous research conducted by Novianti (2017) indicating that the application of the Inquiry model can improve the learning of social sciences with the material of economic activity. Student learning results increased after the Inquiry model applied.

Increased learning outcomes gained from cycle I to cycle II continue to increase. The Inquiry learning Model can be applied very well by teachers and students to the material learning of the form of human interactions with the environment, so it can improve student learning outcomes that include knowledge, skills and attitudes. Based on the explanation, it can be concluded that through the implementation of the Inquiry model on the material form of human interactions with the environment in the V class of SDN Karanggayam 1 Blitar Regency can improve student learning outcomes.

4. CONCLUSION

The implementation of the Inquiry model on the material learning of the form of human interactions with the environment can be performed very well by teachers and students, so as to increase the activity of teachers and students. This is evidenced at the pre-stage of the teacher's activity obtained by 55% with the criteria of guidance, and increased in cycle 1 by 85.19% with good criteria. In cycle II, the average percentage of teacher activity gained is 95.37% with excellent criteria. An increase from the preview phase to cycle II amounted to 40.37%. On the I cycle the teacher is already maximal in guiding students

formulating problems and drawing conclusions. In cycle II teachers are already in guiding students on the orientation of problems, formulating problems, making temporary answers, and drawing conclusions.

Student activity experienced an increase from cycle I to cycle II. The average percentage of student activity in Cycle I was 63.91% with sufficient criteria, and increased in cycle II by 90.45% with excellent criteria. The average increase in student activity from cycle I to cycle II amounted to 26.54%. In cycle I found an activity that has been carried out optimally by the students is making a temporary answer and draw conclusions. In Cycle II students can orient problems, formulate problems, make temporary answers, and draw conclusions.

The implementation of the Inquiry model on the material learning of the form of human interactions with the environment can improve student learning outcomes from the preview stage until the end of action in cycle II. At the preset stage, the percentage of knowledge value is 40.48% and increased in cycle I is 70.37% with sufficient criteria. In cycle II earns a percentage of 94.44% with excellent criteria. In the cycle I study results of students on the skill aspect acquired on average of 57.41% with sufficient criteria and increased in cycle II by 98.15% with excellent criteria. The percentage of students' skills from cycle I to cycle II experienced an increase of 40.74%. The outcome of learning the responsibility aspect of the cycle I to cycle II has increased. In the attitude of responsibility increased by 74.07% and confident attitude increased by 66.67%.

REFERENCES

- [1] Arikunto, S, dkk. 2015. *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara
- [2] Deasyanti, Rahmat, A. S., & Sumantri, M. S. 2018. Peningkatan Hasil Belajar IPS Materi SDA dan Pemanfaatannya melalui Model Pembelajaran Inquiry Berbantuan Media Games Book di Kelas IV Sekolah Dasar. *Indonesian Journal of Primary Education*, 2(1), 1--18.
- [3] Desmita. 2009. *Psikologi Perkembangan Peserta Didik*. Bandung: PT Remaja Rosdakarya.
- [4] Fathurrohman, M. 2015. *Model-model Pembelajaran Inovatif*. Jogjakarta: Ar-Ruzz Media.
- [6] Meja, T. M. 2017. Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar IPS Siswa Kelas V SD. *Jurnal Pendidikan Guru Sekolah Dasar*, 7(6), 706--7015..
- [7] Mulyadi. 2008. *Pengetahuan Sosial SD untuk Kelas IV Jilid 4* Jakarta: Erlangga.
- [8] Murtiningsih. 2017. *Konsep Dasar IPS SD Cetakan 1*. Malang: Universitas Negeri Malang.
- [9] Murti, Tri. 2018. Perkembangan Fisik Motorik dan Perseptual serta Implikasinya pada Pembelajaran di Sekolah Dasar. *Wahana Sekolah Dasar*, 26(1), 21--28.
- [10] Novianti, S. 2017. Peningkatan Hasil Belajar IPS Materi Kegiatan Ekonomi melalui Model Inkuiri Pada Siswa Kelas IVA SDN 02 Gandusari Kabupaten Trenggalek. Skripsi tidak diterbitkan. Malang: FIP UM.
- [11] Sanjaya, W. 2012. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- [12] Shoimin, S. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- [13] Sianipar, D. 2016. Implementasi Metode Pembelajaran Inkuiri dalam Meningkatkan Hasil Belajar IPS Siswa Kelas VI SD Negeri 163087 Tebing Tinggi. *Jurnal Ilmu Pendidikan: Guru SD 163087 Tebing Tinggi*, 6(1), 134--143.
- [14] Sudjana, N. 2009. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya.
- [15] Sugiyono. 2015. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif dan Kualitatif, dan R&D)*. Bandung: Alfabeta.
- [16] Suminah. 2014. Pengembangan Model Pembelajaran IPS Berbasis Inkuiri Sosial (Social Inquiry) dalam Membentuk Karakter Peduli Sosial di SD. *Jurnal Sekolah Dasar*, 23(2), 115-125.
- [17] Sunarto. 2008. *Pengetahuan Sosial untuk Kelas V*. Jakarta: Erlangga.
- [18] Susanto, A. 2013. *Teori Belajar dan Pembelajaran Cetakan 1*. Jakarta: Prenada Media Group.
- [19] Syah, M. 2010. *Psikologi Belajar*. Jakarta: Rajawali Pres.
- [20] Zainuddin, M. & Suwanti. 2017. *Pembelajaran IPS Berbasis Karakter Cetakan I*. Malang: Universitas Negeri Malang.