

INCREASING SOCIAL LEARNING RESULT IN GLOBALIZATION SUBJECT WITH APPLYING GUIDED INQUIRY LEARNING METHOD TO SIXTH GRADE STUDENTS OF PAKUHAJI ELEMENTARY SCHOOL

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ABSTRAK

The background of this research is observation result on Social learning process in Pakuhaji Elementary School on Ngamprah subdistrict in West Bandung region, where the learning process still classical where teacher become the center of learning and the teacher is too text book which is caused the student activity is very less and make the learning process become unpleasant, so the student learning result cannot be optimum. The method used in this research is classroom action research. The data collection done with the observation and learning result test. The reseach done in three cycles that is precycle, first cycle and second cycle. In precycle the average of the class is 64.35, with 11 students who thorough, then in first cycle the average of the class is 79.39 up significantly with 26 students who thorough, next in second cycle with the average of the class is 87.55 with 28 students who thorough. From the number of student who reach Minimum Competence Criteria, there is a raising from 11 students or 34.48% from all of student now become 28 students or 90.32% from all of student, which is 31 students. From this research result shows that applying inquiry learning method can increase students learning result in Globalization subject.

Keyword: Method Inquiry Learning, Social Studies Learning, Student Learning Outcomes.

INTRODUCTION

Education is the most important thing in human life, because trough education can create the creative, potential human who has bright idea as a provision to reach a better future. As arrange in Undang-Undang Sistem Pendidikan Nasional (UU SPN) No. 20 tahun 2003 which settle national education functions is to improve ability and formed the characteristic and human values nation civilization to develop nation life, which goal is to improve student's potential to become religious human, have a good attitude, health, have a knowledge, capable, creative, independent dan become a democratic and responsible citizen.

Social is one of lesson given in elementary school which investigate event, fact, concept and generalization connected with social issues. Trough social, hope the students can be directed to become an Indonesian democratic and responsible citizen and world citizen who love peace (Sapriya, 2009:194).

The scope of social on elemetry school including humans, place and environment, time, continuity and change, social system and culture, economic behaviour and wealth. The

explanation above give a description social become something important to learn. With that reason social should be perfecting and improving.

The choose of the used of a method in learning should be reach the goals of learning, can push student activity, dare students to think, make a pleasant learning process and could give more motivation to the students.

The reality, still more teacher who emphasize to memorize than understand a lesson concept. This is caused the student become passive, while teacher dominate the learning activity in the class (teacher centered). The student just sit, still and listen the teacher explanation. There is no interactive communication between teacher and student. The learning situation in the class become monotonous, the student bored immediately.

Observation result on the field found that the caused of the low result on social is the low of student interest on social. Much students complain with a lot of lesson material which have to read and memorize. Beside that, the student consider that social is a bored lesson. It is caused that all this time social explain by speech method with less variation in the other word that is just one way learning without an interesting media.

The method that can be an alternative is the method which is can increase the student's willing to learn, fun dan developing student's creativity and can find the purpose of the lesson with find the answer of the questions or the task from the teacher by themselves. Based on the explanation above, the effort to increase social learning result on Globalization subject in Pakuhaji Elementary School on Ngamprah subdistrict in West Bandung region is by applying inquiry method.

Guided Inquiry method is a method which is used in learning process based on search and found through systematically thinkingprocess with teacher guidance. This method trains students to take an initiative in doing something.

Student free to do an exploration dan gave a chance to select an alternative solution. Because of the student trough the process by themselves, hope the student could memorize the lesson easier, so it can influence to the increase of the student learning result suitable with the expectation appraiser criteria.

Based on the problem background explanation, the problem formulation of this research is how the social learning result raising effort in Globalization subject with applying guided inquiry to sixth grade student of Pakuhaji Elementary School.

Learning Result

A good learning result shows a good education quality either. Beside that learning result often become guidelines and consideration to determine the continuity students's education to the higher level. The increasing of the student learning result can be reach if the learning can activate student. According to Sumartono (2000:81) (in his journal Rahman Abd, 2014) suggested that "learning outcomes are a value that shows the highest results in learning achieved according to the child's ability to do something at a particular time".

The student who is active in physically, intellectually, and emotionally is easier to receive a lesson and knowledge which is gain and will be more meaningful. Student activation in learning depend on teacher ability in teaching.

The teacher ability means an ability to choose a correct method suitable with the children characteristic, the lesson subject, available tool and facility, teacher ability and the evaluation will be used. There are a lot of method which improve by the expert in an effort to optimize the student learning result. But not all methods suitable for every topic or lesson.

Social Learning

Social is one of lesson given in elementhray school which investigate event,fact, concept and generalization connected with social issues. Trough social, hope the students can be directed to become an Indonesian democratic and responsible citizen and world citizen who love peace (Sapriya, 2009:194).

Social learning goals in Elementary school settle as :

1. Know the concept related with the society's life and the envirointment.
2. Have a basic ability to think logical and critical, curious, inquiry, solving problems, and skill in social life.
3. Have a commitment and awareness to social and human values.
4. Have a skill to communicated, cooperative and competitive in a compound society, in local, national and global. (Afandi, 2011:96).

Guided Inquiry Learning Methods

Savage and Amstrong (Sapriya, 2009:80) has improving inquiry approach as one part of teacher effort to help elementary school student in increasing thinkingability. Inquiry in english means questions, examine and investigation.

Inquiry method means a series of learning activity which is involve all maximum student's ability to find and investigate systematically, critically, logical, analytically so they can formulate their invention confidently. (W. Gulo, 2004: 84-85). Robert B. Sund (Oemar Hamalik, 2008:219) formulate that "discover happened if individual are involve, especially in using the mental process to find a few concept and principal.

Learning based inquiry is a strategy centered to student where some student groups are faced to a problem or find the answer of questions in a procedures and group's structure lined clearly. (Hamalik, 1991, on Wahyuningsih & friends journal 2011:25)

Inquiry methods is the teaching way to developing solving problem skill used critical thinking pattern. This inquiry learning approach called invention approach that is means learning presentation which give a chance to student to found information without teacher helps. (Mulyani Sumantri and Johar Permana, 1998:142). While Wina Sanjaya (2006:194) explains that inquiry is a series of learning activity which emphasize in critically and analytically thinking process to search and found the answer of the problem asked by themselves. From the opinion above, the researcher take a conclusion that inquiry method used by teacher which involving student in learning through research activity, has a goal to found a certain learning material.

METHODS

Method which is used in this research is classroom activity research. Suharsimi Arikunto and friends (2010) said that classroom activity research is a neat to learning activity formed an action deliberately appear and happened in class together. In the other words classroom activity research is a research activity in a class.

On this research the first cycle was done on Wednesday, April 6th 2017 and second cycle was done on Monday, April 27th 2017. The research was done on sixth grade student of Pakuhaji Elementary School on Pakuhaji village, Ngamprah subdistrictt.

The subject of this research is sixth grade student of Pakuhaji Elementary School in 2017/2018 academic year, with 31 students namely 17 male students and 14 female students.

Suitable with classroom activity research characteristic, this research was done in effort to solve learning problem feels by teacher and student or an actual problem feels by them. Based on the explanation in the background about the reason why this research is done on sixth grade is because the sixth grade student was the person who has a problem with the Globalization subject.

RESULTS AND DISCUSSION

Results

Based on data obtained from schools, the state of the sixth grade students of Pakuhaji Elementary School in the second semester obtained data from 31 students namely 17 male and 14 female. This research was carried out in stages using cycles. Based on the research carried out, starting from the precycle, the first cycle, and the second cycle, the following data was obtained:

1. Precycle results

Pre-cycle condition is a condition before action is taken using guided inquiry methods. To find out whether or not a problem about social studies learning result in Globalization subject of the sixth grade students at Pakuhaji Elementary School researcher looked at student learning outcomes. From the information gained, the social learning result of sixth Grade students was still low. This can be seen on the results obtained during learning.

Seen from the highest score it was 85 and the lowest score was 45. With a percentage of values that is: students who get 85 grade were 4 students or 12.90%, students who get 80 grade were 6 students or 19.35%, students who get 75 grade was 1 student or 3.22%, while students who have not reached the Minimum Competence Criteria there are 20 students or 64.52%, namely: students who get 70 grade were 2 students or equal to 6.45%, students who get 65 grade were 3 students or as big as 9.68%, students who get 60 grade were 5 students or 16.13% the student who get 55 grade was 1 student or 4%, students who get 50 grade were 2 students or 7%, students who get 45 grade were 7 students or 22.58%.

2. Results of First Cycle

The condition of first cycle is a condition where action has been taken using guided inquiry methods. To find out whether or not an increasement in social learning result in Globalization Materials of the sixth grade students at Pakuhaji Public Elementary School, researchers looked at student learning outcomes. From the information gained the social learning result of the sixth grade students had begun to increase. This can be seen in the results obtained during learning.

Judging by the highest score of 95, the lowest score is 65. With a percentage of values, namely: students who get 95 grades were 3 students or 9.67%, students who get 90 grade were 2 students or 6.45%, students who get 85 grade were 5 students or as much as 16.12%, students who obtained a 80 grade in the amount of 12 students or 38.70%, students who received 75 grades were 4 students or 12.90%, while students who had not reached the Minimum Competence Criteria there were 5 students or as big as 16.12%, namely: students who get 70 grade was 1 student or 3.22%, students who get 65 grade was 1 student or 3.22%, students get 60 grade were 3 students or 9.67%.

3. Results of Cycle II

The second cycle condition is a condition where the action has been done using guided inquiry method after the first cycle. To find out the success rate of the method used in the social in Globalization subject of the sixth grade students in Pakuhaji Elementary School researcher looked at student learning outcomes. From the information gained the social learning result of the sixth grade students had begun to increase. This can be seen in the results obtained during learning.

Seen the highest score of 100, the lowest value of 65. With a percentage of values, namely: students who get 100 grade were 6 students or 19.35%, students who get 95 grade were 5 students or 16.12%, students who get 90 grade were 3 students or 9.67%, students who obtained 85 grade were 8 students or 25.80%, students who received 80 grade were 4 students or 12.90%, students who received 75 grade were 2 students or 6,45%, while students who have not reached the Minimum Competence Criteria there are 3 students or 9.67%, namely: students who get 70 grade were 2 students or 6.45%, students who get 65 grade was 1 student or by 3.22%.

Discussion

From the results of the learning result of the first and second cycle there was a fairly good increase, this shows that the application of guided inquiry methods in social learning is quite effective, this can be seen from:

1. Discussion of Pre-Cycle Results

Pre-cycle research before implementing inquiry learning methods in social learning in globalization subject, the student learning outcomes is still less than the Minimum

Competence Criteria. The value of the average obtained 64.35% lower than the Minimum Competence Criteria, because of the results less than Minimum Competence Criteria the researcher carried out first cycle by using guided inquiry learning methods.

2. Discussion of Results of Cycle I

After carrying out social learning in globalization subject by presenting guided inquiry methods, the student results reached an average of 79.39%, so this first cycle was need to be improved again by providing motivation and a strong direction.

3. Discussion of Results of Cycle II

After carrying out social learning on globalization subject by present guided inquiry in the second cycle the results have been satisfactory, namely the average value of students reached 87.55%.

Tabel 1. Students Learning Outcomes

Interval	Pre Cycle		Cycle I		Cycle II		Category
	Frequency	Persen	Frequency	Persen	Frequency	Persen	
95 - 100	0	0%	3	9,67%	11	35,48%	Complete
85 – 90	4	12,90%	7	22,58%	10	32,25%	Complete
75 – 80	1	3,22%	16	51,61%	7	22,58%	Complete
65 – 70	5	16,13%	2	6,45%	3	9,67%	Not Complete
55 – 60	6	19,35%	3	9,67%	0	0%	Not Complete
45-50	9	29,03%	0	0%	0	0%	Not Complete

From the data above it can be seen that student learning outcomes tend to increase. Before learning students who have completed learning as many as 5 students (16.12%) in the first cycle significantly increased to 26 students (83.86%) and in the second cycle up to 28 students (90.31%)

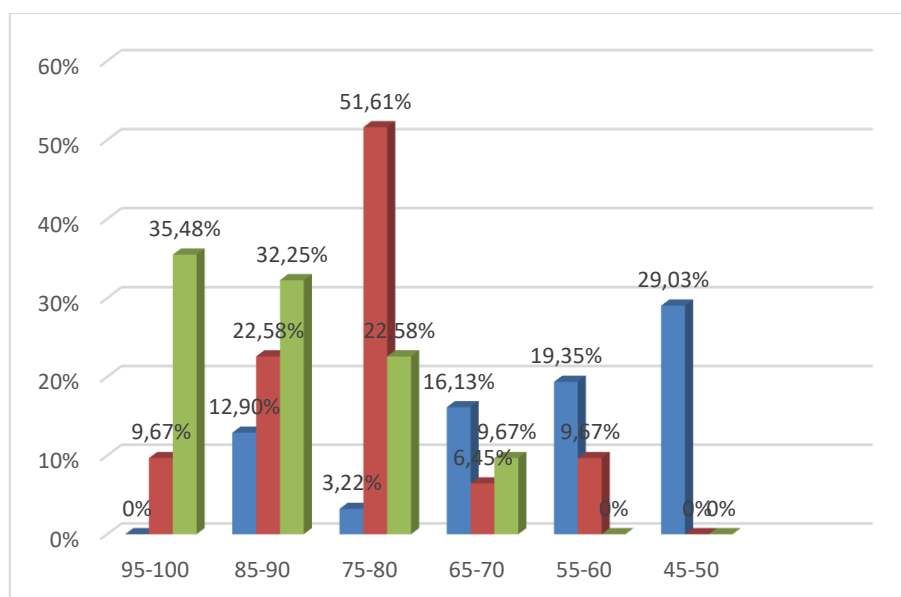


Figure 1. Graph of Students Learning Outcomes

CONCLUSION

Based on Classroom Action Research (CAR) to improve student's understanding of Globalization by using Inquiry Learning models on social learning in sixth grade of Pakuhaji Elementary School in Ngamprah subdistrict, West Bandung regency, can be summarized as follows:

1. The preparatory steps that have been planned for the implementation of the research are in accordance with the plan, starting from the making of Lesson Plans (RPP) until making instruments namely: observation sheets for lesson plans, observation sheets for teacher activities in teaching and observation sheets for student activities in learning, has successfully captured the data as a result of the study.
2. The implementation of learning about Globalization by using the Inquiry Learning model, runs according to the scenarios in the Lesson Plan (RPP), and has succeeded in creating a conducive learning situation where students are directly involved in the learning process, can also increase student's motivation to learn social which was considered difficult.
3. The level of student's understanding of Globalization after learning using the Inquiry Learning model can improve well, this can be seen from the evaluation results that in first cycle get an average score of 79.39 and in the second cycle get an average score of 87.45.

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