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Improving Student Learning Outcomes in Social Studies Subjects Through Inquiry Model

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Abstract: This classroom action research aimed to improve fifth-grade students' social studies learning outcomes through the implementation of an inquiry learning model at SD Inpres 1 Talise. The study employed Kemmis and McTaggart's model involving 32 students across two cycles. Data were collected through learning outcome tests, observation sheets for teacher and student activities, interviews, and documentation. Quantitative data were analyzed using percentage calculations for individual absorption and classical completeness, while qualitative data followed Miles and Huberman's interactive model. Pre-action results showed only 25% of students achieved the minimum completion criteria (KKM) with a class average of 60.68%. Following inquiry learning implementation, Cycle I demonstrated improvement with 43.75% classical completeness and 68.15% class average. Cycle II showed significant enhancement with 90.63% classical completeness and 82.5% class average, meeting the success criteria of 85% student completion. Teacher activity quality improved from 62.4% (good) in Cycle I to 95.2% (very good) in Cycle II, while student activity increased from 60.76% to 90.76%. The inquiry learning model effectively enhanced students' critical thinking skills, active participation, and conceptual understanding of social studies material, demonstrating its effectiveness in student-centered learning approaches.
Keyword: Inquiry Learning Model, Learning Outcomes, Social Studies Subject

Abstrak: Penelitian tindakan kelas ini bertujuan meningkatkan hasil belajar IPS siswa kelas V melalui penerapan model pembelajaran inkuiri di SD Inpres 1 Talise. Penelitian menggunakan model Kemmis dan McTaggart yang melibatkan 32 siswa dalam dua siklus. Data dikumpulkan melalui tes hasil belajar, lembar observasi aktivitas guru dan siswa, wawancara, serta dokumentasi. Data kuantitatif dianalisis menggunakan perhitungan persentase daya serap individu dan ketuntasan klasikal, sedangkan data kualitatif mengikuti model interaktif Miles dan Huberman. Hasil pra-tindakan menunjukkan hanya 25% siswa mencapai Kriteria Ketuntasan Minimal (KKM) dengan rata-rata kelas 60,68%. Setelah implementasi pembelajaran inkuiri, Siklus I menunjukkan peningkatan dengan ketuntasan klasikal 43,75% dan rata-rata kelas 68,15%. Siklus II menunjukkan peningkatan signifikan dengan ketuntasan klasikal 90,63% dan rata-rata kelas 82,5%, memenuhi kriteria keberhasilan 85% ketuntasan siswa. Kualitas aktivitas guru meningkat dari 62,4% (baik) pada Siklus I menjadi 95,2% (sangat baik) pada Siklus II, sementara aktivitas siswa meningkat dari 60,76% menjadi 90,76%. Model pembelajaran inkuiri efektif meningkatkan kemampuan berpikir kritis, partisipasi aktif, dan pemahaman konseptual materi IPS siswa.
Kata kunci : Model Pembelajaran Inkuiri, Hasil Belajar, Mata Pelajaran IPS

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Introduction

Education is an important aspect of human life and lasts throughout life. This is by the mandate of Law Number 20/2003 on the National Education System, which emphasizes the importance of education in improving the quality of Indonesian people as a whole. One of the efforts in realizing the quality of education is through improving the quality of learning in schools. According to Nasir dkk. (2023) Quality education is education that is able to empower people to face global challenges through active, creative, and innovative learning.

Learning is the key to achieving educational goals. Therefore, a quality learning process determines student success. In the context of basic education, a quality learning process is very important because at this stage, the foundations of students' thinking and character are being formed (Hazmi et al., 2024). One subject that requires an appropriate learning approach is Social Studies. Social studies is a subject that integrates various concepts from social sciences such as sociology, geography, history, and economics, which are adapted to the developmental level of primary school students (Monika et al., 2022; Nawir & Suparti, 2024; Saputra, 2024).

Social studies aims to form citizens who have social awareness, tolerance, and concern for the environment and surrounding communities. According to (Putera et al., 2022) Good social studies learning should involve students in exploratory activities so that they are able to build their own understanding of the social and geographical environment. Social studies has an important role in shaping students' insights, social attitudes, and understanding of their social and geographical environment. However, the reality in the field shows that social studies learning tends to be one-way and involves less student activeness, resulting in low learning outcomes.

Based on initial observations in class V of SD Inpres 1 Talise, it was found that as many as 65% of students stated that they found it difficult to understand social studies material, and 70% admitted that they were rarely involved in exploratory learning activities. Interviews with social studies teachers also revealed that limitations in mastering innovative learning models were one of the obstacles. Students' daily test scores on the material "Get Acquainted with Our Earth" showed that only 9 out of 20 students (45%) reached the Minimum Completion Criteria (KKM) of 75.

In response to existing problems, the inquiry learning model is one approach that is believed to improve learning outcomes by actively involving students in the process of discovering and building their knowledge. The inquiry learning model is

an approach that places students as active subjects in the learning process (Gunardi, 2020; Simbolon & Surya, 2023; Tohir, 2020). According to Bruner (1961), learning will be more meaningful if students discover concepts through independent thinking processes, not just receiving information from the teacher. Joyce dkk. (2009) also emphasizes that the inquiry model develops students' scientific, analytical, and critical thinking skills.

In learning Social Studies (IPS), the inquiry learning model is very appropriate to be applied at the elementary school level because it can encourage students' curiosity, increase their active involvement in the learning process, and hone their problem-solving skills. This model is in line with the characteristics of social studies subjects that require an understanding of various social, cultural, economic, and environmental phenomena that are constantly changing and interrelated (Agustin et al., 2024). Through the inquiry approach, students do not simply remember information, but also learn to understand cause-and-effect relationships and make logical decisions based on existing data and evidence.

Based on the background that has been described, this study aims to improve student learning outcomes in social studies subjects through the application of the inquiry model in class V SD Inpres 1 Talise. In addition, this study also examines the effectiveness of teacher strategies in building student learning outcomes, which are influenced by internal and external student factors. Through Classroom Action Research (PTK), this research is expected to provide empirical evidence of the impact of the application of the inquiry model on improving social studies learning outcomes.

Methods

This research is a Classroom Action Research (PTK) conducted in two cycles, following the model developed by Kemmis and McTaggart (1988). Each cycle consists of four stages, namely: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. This approach is used to improve the process and results of social studies learning through the application of the inquiry learning model in class V SD Inpres 1 Talise. This study involved 32 fifth-grade students as research subjects. The inquiry model is applied by directing students to observe phenomena, formulate questions, gather information, and draw conclusions actively during social studies learning, especially on the material "Get Acquainted with Our Earth".

The instruments used in this study consisted of several types to obtain comprehensive data. First, learning outcome tests were given at the end of each cycle to measure students' cognitive achievement. This test is in the form of multiple-choice questions and short fillings designed per learning indicators on social studies material. Second, student and teacher activity observation sheets were used to record activities during the learning process. This observation focuses on student involvement in learning and the extent to which the teacher applies the steps of the

inquiry model. Activity assessment uses a four-point scale, namely: (1) less, (2) enough, (3) good, and (4) very good. Third, interviews and documentation were conducted as supporting instruments. Interviews were conducted with teachers and some students to explore experiences, responses, and perceptions of learning using the inquiry model. Meanwhile, documentation was carried out by collecting photos of activities and student work as visual evidence of the implementation of actions taken during the study.

The data analysis technique in this study consisted of qualitative and quantitative data analysis. Qualitative data were analyzed using the interactive model of Miles and Huberman (1994) Which includes four stages, namely: (1) data collection obtained through observation and interviews; (2) data reduction, which is the process of simplifying, selecting, and classifying important data; (3) data presentation in the form of descriptive narratives or tables to facilitate interpretation; and (4) conclusion drawing or verification, which is the process of interpreting the meaning of data and ensuring the validity of the findings obtained.

Meanwhile, quantitative data in the form of student learning outcomes were analyzed through several percentage calculations aimed at comparing student learning outcomes (Lompoliu, 2021). First, individual absorption is calculated by the formula:

$$\text{Percentage of individual absorption} = \frac{\text{Score obtained}}{\text{Maximum test score}} \times 100\%$$

Second, classical learning completeness is calculated by the formula:

$$\text{Percentage of classical completion} = \frac{\text{The number of students}}{\text{The total number of students}} \times 100\%$$

Third, the average value of teacher and student activities during learning is calculated using the formula:

$$\text{Percentage of average value (NR)} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

The research success criteria were determined based on two main indicators. First, classical completeness was declared successful if at least 85% of students obtained a score ≥ 75. Second, the quality of teacher and student activities was categorized based on the average value (NR), with details: 90%-100% = very good, 80%-89% = good, 70%-79% = sufficient, 60%-69% = less, and <60% = very less.

The application of the inquiry learning model in each cycle is carried out gradually through the stages: observing problems, formulating questions, exploring information, discussing findings, and concluding. This process is adapted to the characteristics of elementary school students so that learning becomes more contextual, fun, and meaningful.

Results And Discussion

Results

The researcher began the activity by submitting a letter of permission to the Head of SD Inpres 1 Talise and confirming the implementation of the research that had previously been submitted. After discussing, the principal directed the researcher to meet directly with the fifth-grade teacher to arrange a schedule and discuss the technical implementation. Based on the results of the initial test (pre-action) conducted on 32 fifth-grade students, the following data were obtained:

Table 1. Pre-Action Test Analysis

No	Result Score	Result
1	Skor Tertinggi Highest Score	80
2	Skor Terendah Lowest Score	34
3	Banyak Siswa Tuntas Many Students Complete	8
4	Many Students Do Not Complete	24
Percentage of Classical Completion		25%
Average Value		60,68%

Source: Researcher (2025)

Of the 32 students, only 8 students (25%) reached the KKM, while the other 24 students were not complete. The highest score was 80 and the lowest was 34, with a class average of 60.68%. This shows that most students have not understood the social studies material optimally. The low level of completeness indicates the need for intervention through a more active and contextualized learning model.

Siklus I

In cycle I, the teacher applied the inquiry learning model with the material "Get Acquainted with Our Earth". Learning was designed through steps: apperception, group formation (learning community), video observation (inquiry), discussion, questioning, modeling, working on LKPD (assessment), and presentation and reflection. The researcher acted as an observer.

Observation of teacher activity

Table 2. Results of Teacher Activity Observation in Cycle I

No	Aspect of Result	Acquisition
1	Number of Students	32
2	Total Assessment Score of All Aspects	78
3	Total Maximum Score of All Aspects	125
4	Percentage Score	62,4%
5	Category	Good

Source: Researcher (2025)

Teachers scored 78 out of 125, with a percentage of 62.4%, which is classified as good. This means that teachers have begun to implement inquiry-based learning steps quite well, although not yet optimally. There are still several aspects of learning implementation that need to be improved, such as time management, motivation, and variety of interactive strategies.

Table 3. Results of Student Activity Observations in Cycle I

No	Aspect of Result	Acquisition
1	Number of Students	32
2	Total Assessment Score of All Aspects	79
3	Total Maximum Score of All Aspects	130
4	Percentage Score	60,76%
5	Category	Good

Source: Researcher (2025)

Student activity scored 79 out of 130 (60.76%), which is also in the good category. This shows that student engagement is starting to be seen, but it is not yet evenly distributed. Some students are not yet active in discussions or group activities. This has an impact on the effectiveness of material comprehension.

Table 4. Results of Cycle I Final Test Analysis

No	Aspect of Result	Acquisition
1	Highest score	87
2	Lowest score	54
3	Many students who have not completed	18
4	Percentage of classical completeness	43,75 %
5	Average score	68,15%

Source: Researcher (2025)

Based on the results of student learning evaluations after the implementation of learning in Cycle I. Of the 32 students, only 14 reached the KKM (75), while 18 students were not yet complete. The percentage of classical completeness only reached 43.75%, with a class average of 68.15%. This indicates that the application of the inquiry model in the first cycle was not fully effective in improving student learning outcomes. Therefore, it is necessary to make improvements in the next cycle, both in terms of teacher strategies and the active participation of students in learning.

Cycle II

The implementation of Cycle II was carried out as an effort to improve the learning results in Cycle I which had not yet reached the success indicators. The inquiry learning model is still used, but some adjustments are made based on the results of the reflection, such as clarifying LKPD instructions, deepening group discussions, and increasing student interaction through open questions and more relevant learning videos.

Table 5. Results of Observation of Teacher Activity in Cycle II

No	Aspect of Result	Acquisition
1	Number of Students	32
2	Total Assessment Score of All Aspects	119
3	Total Maximum Score of All Aspects	125
4	Percentage Score	95,2%
5	Category	Very Good

Source: Researcher (2025)

After making improvements to the learning strategy, teacher activity increased rapidly. The score obtained is 119 out of 125 (95.2%) and is categorized as very good. Teachers succeeded in improving the quality of learning, including in providing clear directions, guiding discussions, and facilitating material exploration.

Table 6. Results of Observation of Student Activities in Cycle II

No	Aspect of Result	Acquisition
1	Number of Students	32
2	Total Assessment Score of All Aspects	118
3	Total Maximum Score of All Aspects	130
4	Percentage Score	90,76%
5	Category	Sangat Baik

Source: Researcher (2025)

Student activity also showed a significant increase with a score of 118 out of 130 (90.76%), including a very good category. Students are more active in observing, discussing, and presenting group results. This shows that improvements in learning have a direct impact on increasing student participation.

Table 7. Results of Cycle II Final Test Analysis

No	Aspect of Result	Acquisition
1	Highest score	32
2	Lowest score	29
3	Many students who have not completed	3
4	Percentage of classical completeness	90,63%
5	Average score	82,5%

Source: Researcher (2025)

A total of 29 students (90.63%) have reached the KKM, only 3 students have not completed. The highest score was 94, the lowest was 74, and the class average reached 82.5. This shows that the success indicator has been achieved. The inquiry learning model proved effective in improving the understanding of social studies concepts of grade V students.

Discussion

The results showed that the application of the inquiry learning model significantly improved the social studies learning outcomes of fifth grade students of SD Inpres 1 Talise. This finding strengthens the assumption that traditional learning approaches that lack interaction and tend to be teacher-centered are no longer adequate to form deep conceptual understanding. This was evident in the pre-action results, where only 25% of students reached the KKM, with an average class score of only 60.68%. This condition shows a gap between the learning approach used previously and the cognitive needs of students in understanding social studies material.

The low learning outcomes at this early stage are in line with Gagne's statement (Rofisian, 2020) that learning that does not provide space for active student involvement tends to be ineffective. In this context, passive learning is unable to activate complex cognitive processes such as analysis, evaluation, and synthesis, which are essential in social studies subjects. So, an approach that can encourage students to build knowledge through direct experience is needed, one of which is the inquiry learning model.

In cycle I, the implementation of the inquiry learning model showed an increase in learning activities, although it was not yet optimal. Teacher activities scored 62.4% and students 60.76%, both of which were in the good category. The final test results showed that only 43.75% of students achieved mastery, with a class average of 68.15%. Nevertheless, this achievement shows an improvement compared to the initial conditions. This is in line with Arends (2008) The opinion that inquiry learning demands students' active involvement in discovering and developing knowledge through scientific thinking processes, so that they can build understanding independently. However, in its implementation, there are still obstacles such as time constraints, a lack of understanding of instructions by students, and not maximizing the utilization of learning media. This is because the effectiveness of the learning model is strongly influenced by the teacher's skills in facilitating the active learning process and building a learning environment that supports student participation (Jufri et al., 2023; Khunafah et al., 2024; Ruslandi et al., 2025).

Improvements in cycle II were made by refining the LKPD instructions, strengthening teacher facilitation in group discussions, and presenting more

contextualized learning videos. As a result, teacher activity increased to 95.2% and student activity reached 90.76%, both in the very good category. Classical learning completeness jumped to 90.63%, with an average class score of 82.5. These results show that the inquiry learning model is effective in improving students' understanding of social studies materials.

This is reinforced by the opinion of Hapsari dkk., (2012) and (Prasetiyo & Rosy, 2021) Those who state that the inquiry model can develop critical thinking skills by stimulating students' curiosity. Through open-ended questions, concept exploration, and active discussion, students not only memorize material but also understand concepts meaningfully. In line with the research of (Syafila et al., 2024) confirmed that inquiry significantly improved student learning outcomes and absorption. On the other hand, this model also contributes to the strengthening of 21st-century soft skills such as collaboration and communication (Saavedra & Opfer, 2012; Trilling & Fadel, 2009).

However, although the classical results were very good, there were still 3 students (9.37%) who had not reached the KKM. This indicates that although the inquiry model has been successful in general, special attention is still needed for students with different learning needs. According to Slavin and Davis (2006)Individual student differences in terms of motivation, learning style, and prior knowledge background can affect the effectiveness of learning, even in active learning models. Therefore, it is recommended that teachers develop learning differentiation strategies, such as remedial teaching, individualized assistance, or the use of additional learning media that are more concrete and visual for struggling students.

This condition also emphasizes the importance of continuous reflection by teachers. In inquiry learning, the teacher not only acts as a facilitator but also as an observer, evaluator, and innovator. The teacher's ability to analyze student responses, adjust strategies, and design contextual learning determines the long-term success of this model (Darling-Hammond et al., 2020).

Thus, inquiry learning not only succeeds in improving learning outcomes classically, but also encourages students' active involvement in the learning process. The application of this model is by the 21st-century learning principles that emphasize critical thinking skills, collaboration, communication, and creativity (Mashudi, 2021). However, teachers need to continue to reflect and adapt in their implementation so that learning is truly inclusive and reaches all students in the class. The success of the learning model is not only measured by the average class grade, but also by the extent to which all students are empowered to achieve their optimal learning potential.

Conclusion

Based on the research that has been conducted, it can be concluded that the inquiry learning model is generally successful in improving learning outcomes and student activeness, there are still a small number of students who have not reached the Minimum Completion Criteria (KKM). The fact that 3 out of 32 students (9.37%) remained incomplete even though the teacher had carried out the inquiry steps optimally revealed the existence of individual factors that were not sufficiently handled by changing the learning model. This is a surprising finding because it was previously assumed that the student-centered inquiry approach would automatically reach all students' abilities equally.

This research proves that the use of the inquiry learning model is effective in improving students' critical thinking skills and understanding of the subject matter. In addition, this research also provides a new perspective that the successful application of inquiry is greatly influenced by several supporting factors, such as the clarity of instructions in student worksheets, the selection of appropriate learning media, and the role of teachers in accommodating the different characteristics of students in the classroom. In other words, the application of the inquiry model will be more optimal if accompanied by adaptive learning strategies and special attention to the learning needs of each student.

This study has limitations in the number of samples that only involve one class in one elementary school, and the focus of the material is limited to one social studies theme. In addition, gender differences and students' backgrounds have not been analyzed in depth. Therefore, further research is needed with a wider range of samples, themes, and contexts so that the results are more representative and can be used as the basis for more appropriate educational policies.

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