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The Influence of the Inquiry Learning Model on Student Learning Outcomes in Social Studies Subject Class VI SD Inpres 1 Tanamodindi

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A B S T R A C T

Low learning outcomes in elementary-level social studies courses frequently arises from instructional approaches dominated by teachers, which restrict pupils from independently exploring and internalizing subject concepts. This condition demands the implementation of more innovative learning models to encourage student participation and understanding. This research aims to examine the impact of the inquiry-based instructional approach on the academic results of 6th grade pupils in social studies at SD Inpres 1 Tanamodindi. The investigation included 26 participants from class VI B, selected through purposive sampling, with evidence gathered via assessment tests and documentation. Findings indicated that student mean scores rose from 45.19 prior to intervention to 72.11 after intervention. Statistical analysis using the t-test produced a significance level of 0.000, below the threshold of 0.05, leading to rejection of H₀ and confirmation of H_a. Consequently, it can be inferred that the inquiry learning approach significantly influences academic performance in grade six social studies.

1. Introduction

Education has a very important role in shaping human beings as individuals and members of society as a whole. Education is a planned action to create a learning atmosphere and learning process that actively develops students' spiritual potential, forming religious character, self-control, personality, noble character, and competencies needed by individuals and society (Hidayati et al., 2026). Education does not only take place formally in school institutions, but also informally through social interaction and daily life experiences. This indicates that education takes place continuously throughout human life. Education functions as an important

pillar for the nation in the era of globalization (Jenita et al., 2023). Education Regulations in Indonesia are regulated by Law No. 20/2003 "Education is a conscious and planned effort to realize the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and religion". This statement emphasizes that education is not just a transfer of knowledge, but a systematically planned activity to create well-rounded and competitive individuals.

Ki Hajar Dewantara, an Indonesian education figure, explained that "Education is a demand in children's lives, as for the meaning, education requires all the natural forces that exist in children so that they as human beings and as a society can achieve the highest security and happiness". Education has a very important goal in fostering, developing, and improving students' abilities to build the nation and state (Mardiana & Hisnan, 2024). Based on the previously stated perspectives, education can be viewed as a purposeful and methodically structured process intended to foster an environment conducive to learning, inspiring students to engage actively and maximize their potential.

The success of educational experiences is largely dependent on the teacher acting as a guiding figure capable of organizing instructional tasks in a structured manner and adjusting approaches to meet the varied requirements of learners. Teachers' work performance is a synergistic element that must be developed to produce professional education that is able to realize an educational process that is in accordance with the demands of the situation, conditions and needs of the community (Kamalia et al., 2022). Educators occupy a pivotal position in the learning process and are instrumental in shaping the development of future generations (Musanna & Basiran, 2023). When instructional planning is thorough and coherent, students are more capable of comprehending subject matter, engaging in learning processes, and developing problem-solving skills for encountered challenges. Attainment of learning objectives is reflected in improved academic outcomes, making successful results a crucial component of education (Jacub et al., 2019). As conveyed by Yulianti et al. (2023) material mastery achievement is a measure of learning effort, expressed in the form of punctuation, letters, or sentences describing the achievements students have achieved over a certain period of time.

Nevertheless, the implementation and realization of student performance achievements remain challenging in numerous educational institutions, particularly in subjects that pupils perceive as complex or unengaging. One of these subjects is Social Sciences (IPS) (Yulianti et al., 2023). The field of Social Sciences investigates multiple academic areas encompassing social studies, humanistic disciplines, and fundamental human behaviors to offer comprehensive understanding for learners at elementary and secondary education stages (Nata & Sujana, 2021). Conditions in the field show that "social studies learning in elementary schools often does not achieve optimal learning outcomes". Many students feel bored, disinterested, and less active during the social studies learning process.

One of the main reasons is the use of the lecture method which is still dominant, where the teacher is the only source of information while the students only listen and take notes. In line with the opinion Arini & Sudata (2023) that the breadth of the scope of the material taught in social studies learning is memorized, while in the current era it is required to prioritize student-centered learning, so as to give rise to meaning in learning. This method tends to be passive and is unable to stimulate students' interest and active involvement in learning. As a result, students' understanding of social studies materials is low and the learning outcomes obtained have not met expectations. According to Gunawan et al., (2026) student learning outcomes are shown through academic achievements achieved from exams, assignments, and active participation in question and answer activities in class. The results achieved by pupils during the process of social studies education will reflect the degree to which they have comprehended the knowledge presented by the educator (Sumitro H et al., 2017).

In light of this observation, instructors and aspiring educational practitioners are required to possess extensive abilities, comprising professional proficiency which involves a readiness to thoroughly grasp content that shapes an educational experience oriented around the learners rather than the educator (Junisa et al., 2018). Addressing these challenges requires novel educational approaches designed to immerse learners actively, stimulating them to develop critical, imaginative, and autonomous thinking. As explained by Yulianti et al. (2023) the ability to use the learning model as a selection model, namely the ability of teachers to choose the right and efficient learning model to achieve their educational goals. Instructional frameworks consist of customized schemes with structured procedures intended for application in educational exercises, while also encompassing outlines that help design curricula, organize educational content, and provide classroom direction.

Yulianti et al. (2023) stated that one of the innovative learning models is the Inquiry Learning Model which is a learning model with steps that emphasizes students to think creatively, responsibly, and confidently in finding answers to a problem. Inquiry learning will improve students' attitudes, thinking, working and communication skills (Jundu et al., 2020). Learners must go beyond merely understanding the curriculum, extending to discovering ways to utilize their personal capabilities. Educational settings emphasize pupils engagement in investigation, exploration, and data acquisition. Learners operate not only as recipients of knowledge but also as discoverers of essential content, shaping their study methods by exploiting the learning environment through interactive and inventive exercises. Considering this context, the research seeks to determine the impact that the inquiry-based educational method exerts on the academic achievements of sixth-grade learners at SD Inpres 1 Tanamodindi in social studies.

2. Methodology

This study is included in the category of quantitative research with a type of experiment known as a pretest-posttest group. According to Sugiyono in Nurkumalasari & Sugiyono (2019) the design of this research has a pretest, before

being given treatment and followed by the administration of a posttest. Therefore, the findings following intervention can be considered reliable since they allow assessment of conditions prior to treatment. The methodology represents an experiment conducted on a single set of participants without employing a control group (Saifuddin Ahmad, 2020). The type of one group pretest-posttest design research measures variables bound to one group before (pretest) and after (posttest) a treatment is given. After a treatment was given to the group, the scores before and after the treatment were compared. The advantage of this experiment is that we can compare the before and after values of the same treatment in the same participant using the same measuring tool (William & Hita, 2019). The design of the one group pretest-posttest research as seen in Table 1.

Table 1. One Group Pretest posttest

Pretest	Treatment	Posttest
O ₁	X	O ₂

Notes: O₁: pretest value (before treatment), O₂: posttest value (after treatment), X: treatment (using an inquiry learning model on the eyes social studies lessons).

Instruments

Data collection apparatuses serve as instruments employed by investigators to facilitate easier research execution and produce results that are organized, thorough, and manageable, according to Arikunto in (Azrahrah et al., 2021). The measurement tool implemented to assess the effect of the inquiry-centered learning strategy on sixth-grade social studies achievement consists of a 21-item multiple-choice questionnaire. These sheets act as structured directives for learners, encompassing cognitive tasks from recalling information to critical analysis.

In this study, two rounds of testing were implemented, starting with a pretest administered before the learning activities to evaluate the preliminary skills of students prior to receiving any instructional interventions and concluding with a posttest conducted following the learning activities to determine the students' acquired abilities. Scores for multiple-choice items were allocated as one (1) for accurate responses and zero (0) for incorrect responses. The examination aimed to assess students' competencies in social studies. Tools employed included testing instruments and analytical approaches assessing question validity and consistency.

Data Collection

The information gathering was performed through multiple steps, beginning with a preliminary assessment to determine the students' learning levels before introducing the inquiry-based learning approach. Second, students participate in learning activities using a step-by-step inquiry learning model according to Vienna Sanjaya in Sanjani (2019), namely 1) Orientation, 2) Formulating Problems, 3) Formulating Hypotheses, 4) Collecting Data, 5) Testing Hypotheses, 6) Formulating Conclusions. Throughout the research period, the researchers documented the degree of student engagement. Subsequently, following the

instructional interventions, students received the identical posttest items as in the pretest to quantify any progress in learning achievement.

Data Analysis

The data is analyzed through several stages: First, validity and reliability tests. Fadli et al. (2023) validity is used to determine the level of alignment between what is measured and what is to be measured. Following the assessment of validity, a reliability evaluation was performed to determine if the research instrument could be effectively employed for data collection. A Cronbach Alpha value exceeding 0.60 indicates that the instrument demonstrates acceptable reliability and stability according to Sugiyono in (Rosita et al., 2021). Additionally, the results from pretest and posttest assessments were examined to evaluate the enhancement in students' performance in social studies classes. The normality examination of the data was conducted to decide if statistical analysis assuming a normal distribution could be applied Sugiyono in (Sumarni et al., 2018). Normalization of the dataset can be executed through the Shapiro Wilk technique. This method represents one of the most frequently applied approaches for assessing normality, particularly suitable for small and medium sample populations. Conducting this test helps guarantee the accuracy of data prior to performing hypothesis evaluation. The Paired Sample T-test, facilitated by SPSS 25, was utilized for hypothesis analysis.

3. Results and Discussion

Before conducting research at SD Inpres 1 Tanamodindi, it began by making initial observations in the classroom that would be used as a research place. The research room has a total of 26 students with 10 male students and 16 female students. Teaching in the classroom is mainly focused on teachers, relying heavily on textbooks as the main medium to deliver learning materials. During the learning process, students only listen to the teacher's explanation and take notes of the material contained in the book. Student activities are relatively passive because they listen more to explanations. Some students seem to be able to understand what is being explained but there are some students who seem to be less active in listening to the teacher's explanations. Only school books are used as a medium in learning so that students' learning experience is more text-based and working on problems in books.

In learning activities for several days at the time of observation, students often work on questions in the school book according to the teacher's direction. During the lesson, the teacher asks several questions related to the material explained, but few students are able to answer these questions. Discussions between students are still rare, such as group discussions and presentations, so the ability to analyze and relate learning to daily life is still underdeveloped. This learning process only uses lecture methods and media that only use books, so students who have different learning styles can cause low learning outcomes, especially in social studies subjects. This serves as a basic reason for researchers to conduct research on the influence of inquiry learning models on student learning outcomes in social studies subjects.

This research was carried out by providing a pretest containing multiple-choice questions and then treatment using an inquiry learning model and at the end of the meeting a posttest was given with the same questions to find out the students' learning outcomes. The treatment using the inquiry learning model begins by helping students remember the material they have previously studied by asking simple questions "What are some countries in Southeast Asia?" and "What is the name of the country you live in?" students answer by opening their books and some answer spontaneously. The next activity carried out by the students was given a blind map containing ASEAN countries and students and group friends were assigned to paste the names and flags of ASEAN countries correctly as seen in Figure 1.



Figure 1. Map of ASEAN Countries

By being in groups, it will be easier for students to have discussions that can increase knowledge, confidence, and increase student activity. This stage can increase students' knowledge because it encourages curiosity and collaboration between peers so that students are able to build their own knowledge through exploration and discovery (Sudarno et al., 2025). Students actively discussed with group friends related to student worksheets that contained questions about interesting facts and natural conditions in ASEAN countries. By discussing, they will find the right answer by reading the teaching materials that have been prepared by researchers sourced from school package books. The answer they can find in the teaching materials that have been provided by researchers sourced from school package books. The student worksheets used can be seen in Figure 2 and Figure 3.

INDONESIA		Kondisi Geografis Negara-Negara Asia Tenggara	
Keadaan Alam Negara Indonesia		SINGAPURA	
<p>Indonesia merupakan negara kepulauan terbesar di dunia. Jumlah pulau mencapai 13.466, luas daratan 1.922.570 km² dan luas perairan 3.257.483 km². Indonesia beriklim tropis dengan suhu udara rata-rata 22-32 °C.</p> <p>Letak wilayah Indonesia sangat strategis karena Indonesia diapit oleh dua benua, yaitu benua Asia dan benua Australia, serta diapit oleh dua Samudra, yaitu Samudra Hindia dan Samudra Pasifik. Secara astronomi wilayah Indonesia berada di garis khatulistiwa yang terletak 6° LU - 11° LS dan antara 95° BT - 141° BT.</p> <p>Tempat wisata yang terkenal hingga mancanegara salah satunya pulau Komodo yang terletak di NTT.</p>		<p>Keadaan Alam Negara Singapura</p> <p>Singapura merupakan negara kepulauan pulau singapura dengan ukuran Panjang 41,8 km dan lebar 22,9 km merupakan pulau terbesar negara itu. Hampir semua wilayahnya berupa dataran rendah. Dengan suhu udara di Singapura rata-rata 26 °C.</p> <p>Republik Singapura terletak 137 Kilometer utara khatulistiwa. Selat johor memisah Malaysia dan Singapura.</p> <p>Singapura merupakan negara kepulauan yang memiliki 63 pulau kecil. Pulau-pulau itu, antar lain Pulau Tekong, Pulau Ubin dan Pulau Sentosa. Lokasi tertinggi di Singapura berada di bukit Tiong dengan ketinggian 163,63 m.</p> <p>Cagar alam yang terkenal dengan ketinggian 163,63 m.</p> <p>Cagar alam yang terkenal terletak di Bukit Timah Nature Reserve. Ada pulau taman botani yang terkenal, yaitu Singapore Botanic Garden.</p>	
Ibukota	Jakarta	Ibukota	Singapura
Luas	1.905 juta km ²	Luas	622 km ²
Bahasa	Bahasa Indonesia	Kolektor etnis	Tionghoa (terbesar), Melayu, India
Agama	Islam, Kristen, Hindu, Buddha, Katolik dan Konghuchu	Bahasa	Melayu, Cina, Tamil, Inggris
Lagu		Agama	Tao (Terbesar), Buddha, Islam, Kristen
Kebangsaan	Indonesia Raya	Lagu	Majulah Singapura
Pemerintahan	Republik	Kebangsaan	
Kepala Negara	Presiden	Pemerintahan	Republik
Kepala	presiden	Kepala Negara	Presiden
Pemerintahan		Kepala	Perdana Menteri
Mata Uang	Rupiah	Pemerintahan	

Figure 2. Teaching Materials on Natural Conditions of ASEAN Countries

Nama Kelompok 1 :		
Kelas :		
Nama Negara	Kondisi Alam	Fakta Menarik negara
.....		
.....		
Bersama dengan kelomokmu, tuliskan kesimpulanmu pada kotak dibawah ini !		
<p>Kesimpulanmu</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

Figure 3. Student Worksheets with groups

Pretest and Posttest Learning Outcomes

Before being given treatment using the inquiry learning model, students are given a pretest containing 21 multiple-choice questions to find out the students' learning outcomes before being given treatment. The results of the pretest showed that the

average score of students was 45,192 which was still relatively low. Posttest is carried out after the treatment is given using the same questions as in the pretest and the average posttest score is 72.11. These findings clearly show that "student learning outcomes improve before and after treatments that are in line with the study" (Limanafe Adrianus et al., 2025). Similarly, research by Nuraini et al., (2025) It shows that after the application of the inquiry learning model, there are significant changes in learning interaction and student participation so that it can improve learning outcomes. Student learning outcomes in the pretest and posttest as seen in Table 2.

Table 2. Comparison of Student Learning Outcomes in Pretest and Posttest

Test	Mean Score	Std. Deviation	Minimum	Maximum
Pretest	45,192	11,82	24	71
Posttest	72,11	13,360	43	90

The normality evaluation carried out in this study used the Shapiro-Wilk procedure with the support of SPSS 25 because the sample size was below 100 and the significance threshold was 0.05. The function of the normality test in this study is in line with the opinion of Sugiyono in (Sumarni et al., 2018) that the normality test can be used to prove that the sample comes from a normally distributed population or can also prove a normally distributed population. According to the table, the pretest value of 0.725 exceeds 0.05 and the posttest value of 0.063 exceeds 0.05, indicating that the data is normally distributed as seen in Table 3.

Table 3. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	sig.
Pre Test	.119	26	.200	.974	26	.725
Post Test	.153	26	.121	.926	26	.063

Given that the data set was confirmed to be normal, hypothesis examination was carried out through SPSS 25 using the Paired Sample T Test. The resulting significant value was less than 0.05, confirming that the alternative hypothesis was accepted while the null hypothesis was rejected, with results as seen in Table 4.

Table 4. Paired Sample t Test

	Paired Differences			95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	sig.(2.tailed)
Pair 1	Pretest- Posttes	26.9230	11.06318	2.16967	-31.3915	-22.45456	-12.40925	.000

Implementation of the inquiry-based instructional approach led to an observable enhancement in student academic performance, as evidenced by comparative results of the initial and concluding assessments conducted for sixth-grade pupils at SD Inpres 1 Tanamodindi, with the first test displaying a mean score of 45.192,

standard deviation of 11.82, variance of 139.842, a minimum of 24 and a maximum of 71, while the final assessment reflected a mean of 72.11, standard deviation of 13.360, variance of 178.506, a minimum of 43 and a maximum of 90. In statistical measurements of the distribution or variance of data is very important, the two most common data measures used to develop the rate of data dissemination from the mean are the standard deviation and deviation. Variance is a statistical measure that calculates the square average of the difference between each value in simple terms. Variance shows how far the data values deviate from the mean quantitatively, for example, if all are very close to the mean, then the variance will be small, and conversely, if the values are far from the mean, then the variance is large. The standard deviation (standard deviation) is the square root of the variant expressed by the square root, so the standard deviation is useful to return the unit to its original shape to make it easier to implement.

The role of standard deviations and variants in measuring learning outcome inequality is to show how far individual student scores are spread from the class average, if the standard deviation is small, the scores tend to gather around the average (homogeneous) while if the standard deviation is large, students' scores are spread far from the average (heterogeneous). In this study, it can be seen that the standard deviation value (standard deviation) in the pretest is 11.82 and in the posttest is 13.360. This shows that "the spread of student learning outcomes is not far from the average". A noticeable disparity exists between the highest and lowest scores, primarily due to some learners being absent during either the pretest or posttest sessions, resulting in evaluations being administered at different periods. This discrepancy generates variability in individual learning results, yet the final assessment scores surpass those of the initial assessment, demonstrating that the inquiry-oriented learning framework positively impacts academic achievement in social studies for sixth-grade students at SD Inpres 1 Tanamodindi.

The findings obtained from this investigation correspond closely with the outcomes documented in the work of Adrianus Limanafe, Taty Rosiana Koro, Tresly Yumiardi Normin Adoe (2025) which examined how the Inquiry Learning Model impacts the academic performance of fifth grade students in Ecosystem topics at SD Negeri Oesapa Kecil 2 located in Kupang City. In addition, investigations conducted by Ulya Nur Islami Zain, Lalu Hamdian Affandi, Itsna Oktaviyanti (2022) focused on the impact of the Inquiry Learning Model on the critical reasoning abilities of fifth grade students in social studies, and similarly, research by Leni Rahmawati, Agustina Tyas Asri Hardini (2020) explored the role of an Online-Based Inquisition Learning Approach on both learning achievements and argumentation competencies in elementary social studies curricula, together indicating that this instructional framework positively influences student performance across different subject areas.

4. Conclusion

Drawing from the empirical data collected in sixth grade at SD Inpres 1 Tanamodindi and examined through IBM Statistics 25 software, it is possible to

infer that implementing the Inquiry Learning Model produces a measurable influence on the educational achievements of students in social studies courses. This improvement in learning outcomes can be seen in students' posttest results that are higher than the pretest scores or before being given treatment. In addition, students are more active and enthusiastic during the direct learning process because they are given the opportunity to search, discuss and find answers to questions that have been given by researchers. Furthermore, normality testing confirmed a standard distribution of the dataset, while subsequent t-test analyses revealed statistically significant variations in student performance prior to and following the intervention, leading to the rejection of the null hypothesis and acceptance of the alternative, suggesting that adopting the Inquiry Learning Method enhances student engagement and enjoyment in the classroom, positioning it as a highly effective pedagogical strategy particularly suited for elementary social science instruction.

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