Application Of The Inquiry Learning Model In Solving Social Problems In Community In Ips Lessons For View Class Students Of Elementary School

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Abstract. This study aims to obtain an overview of the social studies learning plan using the inquiry model in solving problems in class VI, also to find out student activities through inquiry models in solving problems in class VI, and to determine student learning outcomes through inquiry models in solving problems in class. VI. This research uses descriptive qualitative. Data was collected through interviews, observation and documentation. This study uses data analysis techniques, which consist of the stages of data collection, data reduction, data presentation, and drawing conclusions. The results showed that the application of the inquiry model in the social studies learning process was reflected in the teacher's ability to arrange and design social studies learning activities to be carried out effectively and efficiently, so that students in the learning process were active creatively and thought critically and were able to solve problems. Internal barriers to the application of the inquiry model in social studies subjects, the readiness of teachers and students is not optimal, the self-confidence of students is also not ready, and sometimes the teacher does not believe in the potential of students so that the position of students in the learning process is still an object, not a subject, besides the teacher and students are not used to implementing the inkuri learning model. The barrier also seen from the external factor is the learning environment. facilitation of teaching and learning activities, inadequate school environment, incomplete learning tools, incomplete learning resources and incomplete facilities

Keywords: Application, Inquiry Learning Model, Social Studies Subject

PRELIMINARY

In accordance with Law Number 20 of 2003 Article 3 states the functions and objectives of education are:

"National education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

The learning process also does not provide adequate opportunities for students to develop basic skills for logical and critical thinking, curiosity, inquiry and problem solving. These basic abilities require a learning process that can involve students actively finding answers, thinking and solving the phenomena and problems they face. This means that one of the ultimate goals of the social studies learning process in elementary schools is that students have basic problem solving skills.

The characteristics of social studies above indicate that the government hopes that teachers are able to carry out learning that invites students to be active by using an innovative approach [1]. But the reality on the ground shows that social studies subjects for UAN scores are always below other subjects. This means that elementary school teachers do not understand and master learning strategies. In connection with this description as a material for consideration of the results of research from Hamka 2019 with the title "Implementation of inquiry learning models to improve the ability to solve social problems in society", it was found that teachers still did not apply social inquiry methods and students' thinking skills also did not show active and creative " so that learning has not shown success.

Based on the findings of the research above, the researcher wants to follow up on the research activity which focuses on the application of the Social Inquiry-based learning model for elementary school social studies (Social Inquiry) specifically for the Soppeng Riaja District, Barru Regency[2].

Suggests the general conditions which are prerequisites for the emergence of inquiry activities for students, namely [3]:
(a) social aspects in the classroom and a free, open and permissive atmosphere that invites students to discuss;
(b) focusing on hypotheses that need to be tested; and
(c) the use of facts as evidence and in the learning proces discussed the validity and reliability of facts, as usually in hypothesis testing.

Based on observations at elementary schools that were used as research subjects, the findings were obtained. In the first stage, the preliminary study is the initial stage or preparation for implementation. This stage consists of three steps, namely the subject of literature, research surveys, and preparation of initial research. The subject of literature is a study for learn the concepts or theories relating to the product or model to be developed. The findings of the research on initial observations and interviews with social studies subject teachers, especially grade 6 elementary schools used limited trials, related to student learning activities were the low activity of students in the social studies learning process in forming social caring characters, which were marked by: (1) lack of student courage to ask the teacher and state their difficulties, (2) lack of courage to answer questions, (3) no active participation of students during the learning process, (4) lack of examples in forming social character in friends. So that the obstacles that arise in studying social studies material in shaping the social care character of the students and teachers are as follows (1) students, the material is not or poorly understood, (2) the teacher in delivering monotonous material, does not attract students' interest, (3) the media is not clear, (4) the material is too broad, (5) the subject matter does not provoke students to ask questions, (6) does not provide examples of good behavior. Meanwhile, from the teacher's side (1) the material provided ranges from textbooks, (2) the teacher does not want to develop the material (3) the teacher does not use media, methods, learning models (4) the teacher depends on the LKS purchased. Based on the results of observations, it can be seen that social studies learning in shaping the character of social care in elementary schools is still teacher-centered (Teacher Center) and does not involve the media as a supporter. During the learning activities, the teacher only lectures, gives examples, and gives assignments to students, as a result students are passive, take notes, and do the exercises assigned by the teacher..

Social Studies grade VI in elementary school The ability to solve this problem is very important for students, because in essence students are part of the community. As part of society, of course students will always find various problems in their lives, both simple problems, complex problems, personal problems and social problems that must be faced and solved. Therefore, efforts are needed from an early age to train and develop children's ability to solve problems[4].

The inability of students to solve the problems they face will affect their lives. Students will find it difficult to find solutions to the problems they are facing. So that if students feel weak and feel that there is no right solution, it is feared that they will find ways to solve negative problems, such as consuming drugs, drinking alcohol, speeding and so on which will harm themselves [5].

In connection with the above problems, it can be emphasized that efforts to improve the learning process through the selection of appropriate and innovative learning models in social studies learning in elementary schools is a very important need to be carried out. One of the learning models that are thought to be used to improve the quality of the learning process and outcomes is the Problem Based Learning Model.

Furthermore, [6] states that problem-based learning can be interpreted as: a series of learning activities that emphasize the process of solving problems faced scientifically Problem Based Learning is a strategy that begins by exposing students to real daily problems (authentic) or problems that are simulated, so students are required to think critically and place students as problem solvers so that expected to be skilled in problem solving.

While Ward in [7] states that the problem-based learning model is a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve problems.

Furthermore, Arends in [7] states that there are three learning outcomes (outcomes) obtained by students who are taught with problem-based learning, namely: (1) inquiry and problem solving skills, (2) learning adult role models (adult role model). behaviors), and (3) skills for independent learning. Problem-based learning also aims to help students learn independently. The purpose of this writing is based on the formulation of the existing problem, namely:

1. To get an idea of the social studies lesson plan by using the inquiry model in solving problems in grade IV in elementary schools.
2. To find out the activities of students through the inquiry model in solving problems in class VI in elementary schools.
3. To find out student learning outcomes through the inquiry model in solving problems in class VI in elementary schools.

RESEARCH METHODS

The type of research used in this study is a phenomenological research type with a descriptive approach, which describes the phenomena that occur in the field according to the actual situation, with problem solving procedures based on what they are. According to [8], phenomenological research is explaining what experiences a person experiences in this life, including their interactions with other people.

Qualitative research does not use a population, because qualitative research departs from certain cases that exist in certain social situations and the results of the study will not be applied to the population, but transferred to other places in social situations that have similarities with the social situation in the case studied. The sample in qualitative research is not called the respondent, but as a resource, informant, friend or teacher in the study. Samples in qualitative research are called theoretical samples because the purpose of qualitative research is to produce theories.

A. Determination of Informants

The view of qualitative research is holistic (comprehensive, cannot be separated), so that qualitative researchers will not determine their research only based on research variables, but the overall social situation under study which includes aspects of places, actors and activities that interact synergistically. Determination of the informants of this study was carried out by purposive sampling technique. According purposive sampling is a sampling technique of data sources with certain considerations, namely that the data source is considered the most knowledgeable about what is expected, making it easier for researchers to explore the object or social situation being studied. the completion of information acquisition with the variety of existing variations, not on many samples of data sources [9]. This social situation around the school is principals, teachers, students, and teaching and learning activities. The focus studied in this study is the application of the inquiry learning model in solving social problems in society in social studies subjects for grade VI elementary school students.

Determination of informants in this study are:

1. Resource persons (informants)
   In this study, researchers obtained information/data through interviews while the number of informants set were:
   Principals, 6th (sixth) grade teachers, 6th graders, so as to obtain relevant information/data.
2. Events or Activities
   By making direct observations, researchers can see how the state of the school, and the state of the teacher and the state of the students.
3. Documents or Archives
   In this study, researchers store various documents as research evidence such as photos during the learning process, carrying out routine activities, various question instruments that can be used as data and direct answers given from students, teachers and school principals..

B. Research Instruments

The main instrument in the research is the researcher himself with various media that can be used as a tool in collecting information and all the data needed. Emphasizes that why researchers themselves are seen as the main research instrument because empirical phenomena in the field are sometimes difficult and it is impossible to imagine something appearing as an empirical phenomenon in society.

Furthermore, in carrying out research in the field, researchers prepared several items to facilitate data collection in the field, therefore the research made something like this:

1. The schedule of research activities, which contains a detailed time allocation regarding what will be done, where the location is, what is observed and so on, the schedule is not only intended to control time, but also as a list of the progress of research activities.
2. List of coding research background and coding research subjects, with the aim of facilitating the recording and grouping of data as well as data classification according to coding research background and research objectives that will facilitate data analysis.
3. List of grid matrices, this data collection contains the factors to be studied, indicators, data collection techniques, data sources and research instruments equipped with a coding system and data categorization.

Furthermore, researchers use supporting instruments to facilitate data collection in the field such as::

1. Observation guidelines, are written notes containing instructions and guidelines for researchers to make observations in the field, so that field observations do not get out of the context of the research focus.
2. The interview guide contains interview instructions to the informants who will be interviewed so as not to get out of the research focus. These guidelines can be developed or adapted based on realities in the field, while interviews include: structured interviews, unstructured interviews, and in-depth interviews

3. Field notes used in observation situations which can be a step-by-step report and an overview.
4. A voice recorder, in the form of a tape recorder/HP recorder, is used primarily to help record the results of interviews with informants. Alay recorder is not only used during interviews, but also when field observations or observations are carried out, discussions with supervisors and seminar results.
5. The digital camera is used primarily to capture visual data, especially regarding the activities of the target researcher, when interacting socially with informants.

C. Data Collection Techniques

In accordance with the type of qualitative research and data sources used, the data collection techniques used were documentation studies, observations and interviews. To collect data in research activities, certain methods or data collection techniques are needed, so that the research process can run smoothly.

In data collection required data that can be justified the truth. In this study to obtain precise and valid data and information, the researchers used several techniques in data collection, namely observation, interviews, and documentation studies. The following describes the data collection techniques :

1. Interview Techniques

An interview is a conversation carried out by two parties, namely the interviewer who asks the question and the interviewee who gives the answer to the question, Masganti Sitorus [10].

Interviews were used to collect data from informants. Interviews were conducted with the aim of extracting information about the research focus. The interview technique that the researcher uses here is unstructured.

Unstructured interviews are free interviews where the researcher does not use interview guidelines that are not systematically arranged. The interviewer is free to ask anything to the informant, but it is still important to note that the question relates to the desired data..

2. Observation Techniques

The observation technique is used to find out firsthand how the analysis of the school program model for strengthening social values in students. The researcher will prepare an observation sheet. The instruments used in the observation are observation sheets and observation sheets. In practice, the observation process requires a long and thorough preparation time, if it is not controlled it will obscure where and the goals to be achieved.

The steps used in conducting observations are::
a) Determine what objects to observe
b) Make observation guidelines in accordance with the scope of the object to be observed
c) Clearly define the data that need to be observed, both primary and secondary
d) Determine where the object to be observed is
e) Determine clearly how the observations will be carried out to collect data so that it runs easily and smoothly

f) Determine the method and record the results of observations, such as using notebooks, cameras, video recorders, and other writing instruments..

3. Documentation Study

Documentation is a data collection technique that uses documents as a research source. define a document as follows: a document is any written material or film, which is prepared at the request of an investigator.

Documentation study is conducting testing on documents that are considered to support the research results. Documents are carried out to collect data sourced from archives and documents, including: the principal's annual program, school profile books, teacher data, student data, school curriculum books, educational calendars, work programs for school educators, work results of educators, work division books , the principal's agenda book, data on facilities and infrastructure, the school's organizational structure, the organizational structure of the teaching staff. The instruments used in the documentation are the tustel/camera (HP), the blank cheeklist documentation sheet (attached), and the recording device (HP)..

D. Data Analysis Techniques

Data is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what is not. will be studied, and make conclusions so that they are easily understood by themselves and others.

The data model in this study reveals that the activities in qualitative data are carried out interactively and take place continuously at each stage of the research until it is complete. Components in data :

1. Data reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The data that the researcher obtained from the results of interviews, observations and documentation, the researchers collected in field notes which were still complex, then with reduction the researcher summarized, took the main and important data..

2. Data Presentation

Setelah data direduksi, maka langkah Next is the presentation of the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories and the like.

The presentation of data here is limited to the presentation of a structured set of information that provides the possibility of drawing conclusions and taking action. Based on the data collected, it can be categorized that there are several model school program efforts in strengthening social values in students.

3. Verification or Data Inference

The third step in qualitative data is drawing conclusions and verification. Conclusions in qualitative

research may be able to answer the formulation of the problem that was formulated from the start, because the problem and problem formulation in qualitative research are still temporary and will develop after the field. This research is expected to be able to answer the formulation of the problem stated at the beginning, supported by valid and consistent evidence in collecting data, so the conclusions put forward are credible conclusions.

E. Data Validity

Data checking is carried out to find out whether the data collected is correct, called data validity. The validity of the data will prove whether the data obtained is in accordance with what is in the field or not.

To test the validity of the data, the researcher used triangulation. Triangulation is a data collection technique that combines existing data and sources. Researchers will collect data from several combinations of interview, observation and documentation methods to find the truth about various phenomena.

To strengthen the validity of the data findings and maintain the validity of the study, the researchers referred to the four validation standards suggested by Lincoln and Guba, which consist of: 1). Credibility, 2). Transferability, 3). Dependability [11].

1. *credibility*

Credibility is that researchers make observations in such a way as to matters relating to the use of online games in motivating students' learning in elementary schools, by proving the reality being researched. This can be done by observation and examination through triangulation. Triangulation according [12] is a data validity checking technique that utilizes checking other sources for comparison, namely the use of a) sources, b) methods, c) investigators and, d) theories in qualitative research. This means that the triangulation technique is an effort to eliminate the differences between researchers in the reality that exists in the context of collecting data about various events and relationships from various perspectives, in other words that the researchers can check and recheck the findings obtained..

2. *transferability*

The generalization of qualitative research does not require assumptions such as population mean and sample mean or norm curve assumptions. Transferability pays attention to the compatibility of the meaning of the functions of the elements contained in the study phenomenon and other phenomena outside the scope of the study. Dependability (dependability)

3. *confirmability*

Assertiveness will be easier to obtain if it is equipped with notes on the implementation of the entire process and research results, because the research conducts audit searches, namely by classifying the data that has been obtained then studying and then the researcher writes a report on the research results..

RESULTS AND DISCUSSION

Based on the results of research in elementary schools, researchers can describe the findings obtained through the collected data and the results of the analysis that has been carried out in the form of discussions [13].

First, the use of online games for students at the Biringbalang State Elementary School, the school has disciplinary provisions that prohibit students from bringing gadgets to school and if they violate they will be penalized accordingly, the school is indeed authorized to issue rules or regulations to prohibit students from bringing device to school.

Based on the results of the research, the Inpres Oring elementary school is one of the public schools in Barru Regency, the researchers can describe the findings obtained through the collected data and the results of the analysis that has been carried out in the form of discussions.

First, learning planning in a broad sense is a rational and systematic application of analysis as a guide for carrying out the learning process so that it is more effective and efficient in accordance with the demands of students' needs, social studies learning plans using an inquiry model are the teacher's ability to compose and design social studies learning expect students in the learning process to be able to solve problems because in essence students are part of the community. As part of society, of course students will always find various problems in their lives, both simple problems, complex problems, personal problems and social problems that must be faced and solved. Therefore, from an early age students are trained to be active, creative and critical thinking to train and develop children's ability to solve problems, therefore teachers are able to develop social studies learning plans in grade 6 (six) in elementary schools, using the inquiry method.

These findings are in accordance with the opinion conveyed which says that "The ability to solve social problems is the ability of students to recognize problems, consider approaches to problem solving, select and apply problem-solving approaches, and achieve a solution that can be accounted for in solving difficulties or inequalities that come from the community itself [14].

Second, the implementation of the inquiry model in social studies learning in solving problems by creating a responsive learning atmosphere, the teacher stimulates and invites students to think about solving problems, then formulates the problem as a step to bring students to a problem that contains problems that are presented challenging students to think about solving problems, and students are encouraged to look for the right answer [15]. The process of seeking answers is very important in the inquiry strategy, therefore through this process students will gain invaluable experience as an effort to develop mentally through the thinking process. Students as the center in the learning process play an active role in participating in interesting and complex learning so that students are challenged to play it, but the pattern of game restrictions does not come out of the discussion of the material to be discussed, inquiry learning can stimulate student activity to think critically and provoke students' ideas so that the learning process in class will be more excited [16].

Third, the inhibition of student learning outcomes through the inquiry model in social studies learning in solving problems seen from the internal learning of the inquiry model

in its success in creating a problem-based learning process sometimes encounters internal obstacles or obstacles, judging by the readiness of teachers and students who have not been maximized, students' self-confidence is also not ready. , and sometimes teachers do not believe in the potential of students so that the position of students in the learning process is still as an object not a subject besides that teachers and students are not so used to implementing the inquiry learning model, the inquiry model learning in the learning process must be systematic, it will definitely take a lot of time. In addition, it requires high student intelligence, if students are less intelligent the learning outcomes are less effective. because students have difficulty understanding and learning will be less effective.

The obstacle is also seen from the external factor is the learning environment. facilitation of teaching and learning activities. Inadequate school environment, incomplete learning tools, learning resources and incomplete facilities, in addition to the discipline of students and school members who can influence, with discipline in schools it is expected to be able to create a comfortable and peaceful learning environment in the classroom. Disciplined students are students who are usually present on time, obey all regulations applied at school, and behave in accordance with applicable norms..

CONCLUSION

Based on the description above, entitled "Application of the Inquiry Learning Model in Solving Social Problems in Society in Social Studies Subjects for Class VI Elementary Schools in Barru Regency". the researchers can draw some conclusions as follows::

1. 1. The inquiry learning model is a learning model that emphasizes the active and thorough involvement of students in learning activities, starting from activities to formulate problems, design experiments, carry out experiments, collect data, analyze and make conclusions, so that in this learning model teacher guidance should be reduced. In this learning model students are also required to think critically, train students' mentality, and this inquiry model is also considered as an exercise in acquiring knowledge and training and developing students' self-confidence. Learning planning in a broad sense is a rational and systematic application of analysis as a guide for carrying out the learning process so that it is more effective and efficient in accordance with the demands of students' needs, social studies learning plans using an inquiry model are the ability of teachers to compose and design social studies learning expect students in the learning process able to solve problems.

2. Implementation of the inquiry model in social studies learning in solving problems, with the initial step of learning students must be able to formulate problems to be solved and studied, and the teacher is tasked with guiding students, then students must be able to analyze problems from various points of view, after that students determine the cause consequences to be solved or resolved, to solve existing problems students must collect information or data from various relevant sources, then students hypothesize to produce the required data and draw conclusions. Through this process students will gain invaluable experience as an effort to develop mentally through the thought process. Students as the center in the learning process play an active role in participating in interesting and complex learning so that students are challenged to play it, but the pattern of game restrictions does not come out of the discussion of the material to be discussed, inquiry learning can stimulate student activity to think critically and provoke students' ideas so that the learning process in class will be more excited

3. Internal factors inhibiting student learning outcomes through the inquiry model in social studies learning in solving problems seen from the internal learning of the inquiry model in its success in creating a problem-based learning Bandung process sometimes encountering internal obstacles or constraints seen the readiness of teachers and students who have not been maximized, students' self-confidence also not ready, and sometimes teachers do not believe in the potential of students so that the position of students in the learning process is still as an object not a subject. The obstacle is also seen from external factors is the learning environment. facilitation of teaching and learning activities. Inadequate school environment, incomplete learning tools, learning resources and incomplete facilities, in addition to the discipline of students and school residents that can affect, with discipline in school it is expected to be able to create a comfortable and peaceful learning environment in the classroom.

SUGGESTION

Based on the conclusions of the study, Based on the conclusions of the study, the authors propose suggestions that are expected to be input as follows::

1). The application of the inquiry learning model in solving problems in social studies subjects with the cooperation of all school members with the aim of improving the quality of education

2). Social studies learning in solving problems, by making students as subjects in the teaching and learning process so that they are able to actively think critically

3). School institutions hope that teachers in the learning process use learning models that activate students, so that in the future they can realize the goals of national education.

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