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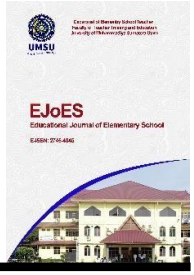

THE EFFECT OF INQUIRY LEARNING MODEL ON SCIENCE LEARNING ON THE LEARNING OUTCOMES OF GRADE V STUDENTS AT AT-TAUFIQ ELEMENTARY SCHOOL

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ARTICLE INFO	ABSTRCT
Article History Accept : 13 Junuari 2024 Revision : 13 Februari 2024 Accept : 27 Februari 2024	One part of learning at school is science learning. Science learning is something based on natural phenomena, where natural phenomena will become knowledge if it begins with a scientific attitude and uses scientific methods. From the activities of the scientific method, a science or knowledge that can be applied to mankind will be obtained. The learning outcome that must also be developed in science learning is the attitude of students. The learning that occurs in the classroom teachers only provide students with material by the lecture method so that many students do not pay attention and feel bored, as well as the provision of individual assignments. This is because the guided inquiry learning model in the science learning process can provide opportunities for students to actively participate in the learning process.
Keyword	Inquiry method, science, elementary school, learning outcomes

1. INTRODUCTION

Education is a process that is necessary to obtain balance and perfection in the development of individuals and society (Nurkholis, 2013). Education is very important in improving the quality of human resources. In improving students' academic achievement, there are many factors that affect the success, one of which is students' interest in learning. Success in learning is greatly influenced by many factors, one of which is the factor of students' interest in learning. Factors that can affect student learning outcomes are internal factors (interests, talents, motivation, and learning styles) and external factors (school environment and family environment). In the achievement of an education, there must be a process, the process is learning.

Learning that is lacking is based on students' desires and abilities, so students will learn only to fulfill the assignments given by the teacher as part of their schoolwork. If (Sulthon, 2017). Learning is one of the most important human business activities and must be carried out throughout life, because through learning efforts we can make changes (improvements) in various things that concern our own interests. Learning is an activity that a person does deliberately and consciously to acquire a new concept, understanding or knowledge and with it can form a change in the individual both with his environment and with other individuals (Raudhah et al., 2018). In other words, through the effort of learning we will be able to improve our fate through learning we will be able to arrive at the ideals that are always coveted. Therefore, learning in life and life has a very important and strategic place to direct and even straighten the direction of human life. One part of learning at school is science learning. Science learning is something based on natural phenomena, where these natural phenomena will become knowledge if it begins with a scientific attitude and uses scientific methods. From the activities of the scientific method, a science or knowledge that can be applied to mankind will be obtained. The existence of an environment around students that supports the science learning process is very beneficial for students to use it as a learning medium (hendro

darmojo, 2016). The learning outcome that must also be developed in science learning is the attitude of students. The scientific attitude developed includes an attitude that always puts evidence first, is flexible, critical, diligent, open, creative, thorough, and sensitive to the environment. Learning outcomes are an overview of how students understand the material delivered by the teacher (Rudianto & Nurtjahyani, 2018). In science learning, it is very necessary to have a learning that not only students play the role of recipients but students must experience themselves in understanding the knowledge so that in the end it can be applied in daily life.

The reality in the field is not in line with the skills of the science process, as has been encountered in the field about science learning in elementary school, namely, teachers have not carried out learning that can grow students' thinking skills and activeness in learning. The learning that occurs in the teacher's classroom only gives students material by the lecture method so that many students do not pay attention and feel bored, as well as the assignment of individual assignments, so that there are some students who do not understand the question material given by the teacher well so that they feel lazy in learning.

The implication is that before the science process skills can be applied, there must be a high level of confidence in the observations themselves. Teachers should be familiar with scientific principles, questions, and methods, but also what results in conversations with students. Therefore, these skills need to be trained at the elementary school level, one of which is in grade V of AtTaufiq Private Elementary School, which does not only train in the academic field. Students must cooperate with each other to help students who have a faster level of intellect and understanding to students who are lacking in receiving learning materials, especially in science learning. Therefore, it is necessary to hold innovations for teachers in teaching in the classroom so that all students can receive material well, one of which can be trained using an inquiry learning model.

2. RESEARCH METHODS

This study uses a quantitative research approach of the Quasi Experiment type. Quasi Experiment is a pseudo-experiment, which is a study that is close to experimental research where it is impossible to have full control over the variables studied. This research was carried out at At-Taufiq Elementary School class V in science subjects.

The research method uses qualitative methods. Qualitative research methods develop due to a paradigm change in a reality or phenomenon (Indriyani, 2019). The data collection technique uses library research, namely by collecting data. In this study, data sources are obtained from relevant literature such as books, journals or scientific articles related to the selected topic. The research method contains the number of participants, the type of research, the research instrument, the procedure and the analysis of the technique.

3. RESULTS AND DISCUSSION

Science in learning is an activity carried out by students that provides opportunities to learn through experiences such as observation of natural phenomena, experiments, and discussions. After carrying out the science learning process, students can obtain learning outcomes, namely abilities as a result of students learning science so that students can develop their knowledge, understanding and analytical skills of the surrounding natural environment. The low science learning outcomes of students in science lessons are caused by many factors that can trigger problems, for example, internal factors and can be from the environment (external). Internal factors affect the skills of the science process and science learning outcomes such as the attitude, talent, interest and self-motivation of students who are still lacking, while external factors have an impact on the low skills of the science process and science learning outcomes. This can be caused by the teacher's inaccuracy in choosing the learning model used during the learning process in the classroom.

The inquiry learning model is a series of learning activities that emphasize the process of critical and analytical thinking to find and find answers to questionable problems on their own. The thinking process itself is carried out by teachers and students. This learning strategy is often also called the heuristic strategy, which is taken from the Greek language, namely heuriskein which means I found. There are several things that are the main characteristics of the inquiry learning model. First, the inquiry model emphasizes maximum student activity to search and find, meaning an inquiry model that places students as learning subjects. In the learning process, students can not only participate as recipients of lessons through the teacher's explanations, but also those who help to discover the essence of the subject matter

itself. Second, all activities carried out by students are directed to seek and find answers to something questionable, must be expected to foster a confident attitude (self-confidence). Thus, the learning strategy includes teachers not as learning resources, but as facilitators and motivators of student learning. Third, the purpose of using the inquiry learning model is to develop the ability to think systematic, logically, and critically, or develop intellectual abilities as part of the mental process.

The Inquiry Model is a learning strategy that stimulates, teaches, and invites students to think critically, analytically, and systematically in order to find answers independently from the various problems expressed (Sutarningsih, 2022). The inkuri learning model is a learning model that provides opportunities for students to find and find answers to a given problem on their own. The inquiry learning model is able to encourage students to think critically in formulating hypotheses and solving the problems they face. Students are directly involved through cooperation with their group to solve a problem given by the educator. Knowledge gained through direct experience will have a good impact on students, including knowledge that will last a long time or be remembered for a long time.

The steps of the guided inquiry learning model are:

a. Identify problems and make observations
b. Ask questions
c. Planning an investigation
d. Collecting data/information, fifthly analyzing data,
e. Making conclusions

Learning outcomes are when a person has learned that there will be a change in behavior in that person, then Winkel states that learning outcomes are an internal ability that has become a person's personal property and the possibility of that person doing something according to his or her abilities. Learning outcomes are the abilities that students acquire after going through learning activities. Because learning itself is a process of a person who seeks to acquire a form of knowledge and understanding as well as a relatively permanent change in behavior. In learning activities or instructional activities, teachers usually set learning goals for students who succeed in learning are those who succeed in achieving learning goals or instructional goals.

Based on the results of observations made by researchers on 5th grade students of At-Taufiq Private Elementary School, Jl. Williem Iskandar No.126, Indra Kasih, Medan Tembung District, Medan City, North Sumatra. The researcher observed the learning process of Natural Sciences in class V A and class V B, There are several problems found by researchers, including learning that is still teacher-centered or still dominant listening to the teacher's explanation in class, taking notes or summarizing lessons and only using teacher and student books. Therefore, this research was carried out with a learning method that is not monotonous, namely the inquiry learning method to students.

The results of the first hypothesis analysis show that the learning outcomes of science with the guided inquiry learning model are better than the learning outcomes of science with the contingent learning model. This is because the guided inquiry learning model in the science learning process can provide opportunities for students to actively participate in the learning process. Students learn while doing their own in discovering the concepts they are learning, based on problems that exist in the surrounding environment. Students will gain a more meaningful and stronger experience attached to their minds. This result is in line with the Antara (2017) study which showed that there was a difference in science learning outcomes between students who participated in learning using a guided inquiry model and students who participated in conventional learning. Students who use the guided inquiry learning model obtain higher learning outcomes. The guided inquiry learning model is able to encourage students to think actively and work on their own initiative in formulating hypotheses and solving the problems they face. Based on the discussion above, the guided inquiry learning model has an effect on improving the learning outcomes of science students in grade V of SD At-Taufiq.

The application of the inquiry model is closely related to the theory of constructivist learning that developed on the psychological basis of cognitive development from Jean Pieget and scaffolding theory (the provision of support for learning and problem-solving). The two experts stated that a person's cognitive changes will only occur if the initial concept experiences an imbalance process with the presence of new information. The central point of constructivism theory is the idea that students must build their own knowledge. In the implementation of

formal education, educators and students are required to be more creative in order to achieve the expected educational goals (Istiqlal, 2018). The inquiry model also requires teachers to deliberately choose events that raise students' questions so that students are interested in finding and producing an understanding of a concept based on their own inventions. This will have an impact on improving student learning outcomes. Learning through inquiry will involve students in the process of organizing their knowledge structure through combining pre-existing concepts with new ideas obtained. In inquiry, students are motivated to be directly involved or play an active role physically and mentally in learning activities in order to create an effective teaching and learning proces.

4. CONCLUSION

Science learning is something based on natural phenomena, where these natural phenomena will become knowledge if it begins with a scientific attitude and uses scientific methods. From the activities of the scientific method, a science or knowledge that can be applied to mankind will be obtained. The learning outcome that must also be developed in science learning is the attitude of students. The scientific attitude developed includes an attitude that always puts evidence first, is flexible, critical, diligent, open, creative, thorough, and sensitive to the environment. The results of the study show that the learning outcomes of science with the guided inquiry learning model are better than the learning outcomes of science with the conventional learning model. This is because the guided inquiry learning model in the science learning process can provide opportunities for students to actively participate in the learning process. The inkuri learning model is a learning model that provides opportunities for students to find and find answers to a given problem on their own. The inquiry learning model is able to encourage students to think critically in formulating hypotheses and solving the problems they face. Students are directly involved through cooperation with their group to solve a problem given by the educator..

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