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APPLICATION OF THE INQUIRY LEARNING MODEL IN DEVELOPING STUDENTS' CRITICAL THINKING SKILLS IN PANCASILA AND CITIZENSHIP EDUCATION SUBJECTS (PPKN)

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Abstract

One of the learning models in the 2013 curriculum is the inquiry learning model. Researchers are interested in knowing the application of the inquiry learning model in developing students' critical thinking skills in Pancasila and Citizenship Education (PPKn) subjects. The aim is to describe planning, processes, student responses, constraints and teacher efforts in applying the inquiry learning model in developing students' critical thinking skills in Pancasila and Citizenship Education subjects. The theory used is the inquiry learning model according to Komalasari (2017) and critical thinking according to Deswani (in Nana Najmina 2017). Research Methods Descriptive study with a qualitative approach. Data collection techniques include interviews, literature study, and documentation techniques. Respondents of Pancasila and Citizenship Education Teachers and Grade 6 Students. Sampling was taken by means of Proportionet Stratified Random Sampling and data processing techniques with reduction, display, verification, triangulation. The results showed that the application of the inquiry learning model of students can develop critical thinking skills by solving problems. The constraints faced were generally from time allocation, student participants and various efforts made by teachers of Pancasila Education and Citizenship Education. The results showed that the application of the inquiry learning model of students can develop critical thinking skills by solving problems. The constraints faced were generally from time allocation, student participants and various efforts made by teachers of Pancasila Education and Citizenship Education. The results showed that the application of the inquiry learning model of students can develop critical thinking skills by solving problems. The constraints faced were generally from time allocation, student participants and various efforts made by teachers of Pancasila Education and Citizenship Education.

Keywords : Inquiry learning model, critical thinking skills, citizenship education

Introduction

The development of an increasingly modern era, especially in the 21st century, demands that high-quality human resources. Improving the quality of human resources is an absolute requirement to achieve maximum results in all aspects of life. One way to improve the quality of human resources, according to RI Law Number 20 of 2003 concerning the National Education System: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, society, nation and state. Judging from the function of education which is very basic and absolutely needed by every human being in order to create human beings who have morals and character. So that the next generation of the nation is expected to remain human beings who have morals and are able to face the challenges of the times. Speaking in the world of education, the application of the 2013 curriculum requires scientific learning. . "Learning steps with a scientific approach as stated in Permendikbud Number 103 of 2014, contain five learning experiences, namely: "Observing, asking, trying, reasoning, and communicating". This learning is based on constructivism. The government's enthusiasm to implement scientific learning through the 2013 curriculum is unceasing," the problem arises of how to develop scientific learning even after five years of the 2013 curriculum being enacted. Until now, implementation in the

field is still constrained, especially from teachers. Teachers doubt the effectiveness of constructivism-based scientific learning. According to Zaini (in Norhasanah, 2018, p. 105) suggests that "Constructivist principles provide direction to teachers to use existing student-centered learning models". Ridwan (in Norhasanah, 2018, p. 105) also stated that "Seeing conditions like this, it is time for teachers to leave teaching rules (teaching). Being taught (learning), both concepts (standard content) and processes (work scientifically)". If you look at the problem more broadly, it can be concluded that scientific learning is actually a bridge between teachers and students to find out the abilities and skills of students during the learning process, especially in Pancasila and Citizenship Education (PPKn) subjects. One compulsory subject for SD/MI, SMP/MTs, SMA/SMK/MA is Pancasila and Citizenship Education (PPKn). "Pancasila and Citizenship Education (PPKn) is a subject that is oriented towards the formation of character or the character of citizens who are capable of understanding and carrying out their rights and obligations as good, intelligent and skilled citizens in accordance with the mandate contained in Pancasila and the State Constitution. Republic of Indonesia in 1945. Pancasila and Citizenship Education (PPKn) equips students with the skills to become good citizens. According to Brondson (in Cahya and Harmanto 2018: p. 292) that "Student skills in Civics are called (Civic Skills)". Means to develop students' critical thinking skills, namely Pancasila and Citizenship Education (PPKn). According to Samsuri (in Sulianti & Murdiono, 2017, p. 166) that: "Students are active, cooperative, and critical so that they are able to lead students to experience and practice the concept of national and state life inside and outside the classroom. This is in line with the learning of Pancasila and Citizenship Education (PPKn) in the 2013 Curriculum. According to Edward Glaser (in Alec Fisher, 2017, p. 3) critical thinking "(1) an attitude of wanting to think deeply about problems and things that are within the reach of one's experience, (2) knowledge of inspection methods and logical reasoning, (3) a kind of skill to apply these methods, (4) critical thinking. Each student has different thinking abilities according to the abilities they have and a supportive environment. To encourage students' critical thinking skills, to achieve goals, and maximum results, whether individual or group, in the learning process a learning model is needed. Media and learning models are packaged and framed into a single unit so that they become what is called a learning model. According to Komalasari (2017, p. 57) argues that: "The learning model is basically a form of learning that is illustrated from beginning to end which is presented specifically by the teacher". To achieve this, it needs to be developed and transformed into an innovative learning model, namely the inquiry learning model. Ali Mudlofir (in Wahyuni et al. 2017, p. 26) argues "Inquiry learning is a learning activity that maximally involves all students' abilities to search for and investigate something (objects, people, or events) systematically,

Demands for quality learning, innovation and carrying out learning are needed, one of which is by designing and implementing learning models that are able to meet the demands of students' needs. According to the researchers regarding the application of the learning model, there are some teachers who pay less attention to the characteristics of students and use learning models that are less varied, so that students are less involved in the class. In this case the teacher still applies a conventional approach (teacher center) which makes students passive in learning, so students feel bored and ignore the material that has been delivered by the teacher. Based on field observation data which was carried out on 03 February - 03 May 2020 , there is a narrative from class X students that the large amount of reading material contained in Pancasila and Citizenship Education (PPKn) subjects makes students reluctant to read, causing a lack of students' reasoning power. From existing observations, the teacher conveys material through the LCD/projector media only displays PowerPoint material, moreover the teacher conveys it using the lecture method. Power Point Shows are not presented with video or picture shows to stimulate student stimulus, so that students are less brave in expressing ideas and ideas from existing problems. Students also do not feel they understand the language conveyed by the teacher, so students complain and want millennial teachers who understand their wishes. From what happened, students are required to read the material in the Power Point display, then the teacher assigns students to summarize the material from the Package/LKS book using handwriting, then this assignment becomes a requirement for taking the test. Sometimes not only assigned to summarize but the teacher also divides students into several groups to make papers or reports from the material distributed by the teacher and then the results of these papers or reports are presented in front of the teacher and other group friends. It can be seen that when students present their material, students only understand the concept of the material and do not understand the material issues conveyed. then the teacher assigns students to summarize material from the Package/LKS book by using handwriting, then this assignment becomes a requirement for taking the test. Sometimes not only assigned to summarize but the teacher also divides students into several groups to make papers or reports from the material distributed by the teacher and then the results of these papers or reports are presented in front of the teacher and other group friends. It can be seen that when students present their material, students only understand the concept of the material and do not understand the material issues conveyed. then the teacher assigns students to summarize material from the Package/LKS book by using handwriting, then this assignment becomes a requirement for taking the test. Sometimes not only assigned to summarize but the

teacher also divides students into several groups to make papers or reports from the material distributed by the teacher and then the results of these papers or reports are presented in front of the teacher and other group friends. It can be seen that when students present their material, students only understand the concept of the material and do not understand the material issues conveyed. Sometimes not only assigned to summarize but the teacher also divides students into several groups to make papers or reports from the material distributed by the teacher and then the results of these papers or reports are presented in front of the teacher and other group friends. It can be seen that when students present their material, students only understand the concept of the material and do not understand the material issues conveyed. Sometimes not only assigned to summarize but the teacher also divides students into several groups to make papers or reports from the material distributed by the teacher and then the results of these papers or reports are presented in front of the teacher and other group friends. It can be seen that when students present their material, students only understand the concept of the material and do not understand the material issues conveyed. This raises problems faced at the school level, such as the low level of reasoning regarding the subject matter of Pancasila and Citizenship Education (PPKn) implemented in the learning process because students only understand the concept of material presented by the teacher and seem theoretical. Pancasila and Citizenship Education (PPKn) lessons seem monotonous, causing students to assume that subjects are easy and less concerned with aspects of reasoning compared to exact subjects. This incident can be proven by the seriousness of students in receiving lessons in class. The placement of learning hours is also a problem, Pancasila and Citizenship Education Learning (PPKn) is always placed at the end so that students feel tired with previous learning activities, such as sports and other activities. As a result of these problems, there is a lack of focus and a lack of critical thinking skills of students in Pancasila and Citizenship Education (PPKn) subjects, plus the desire of students is only to hastily end learning. Seeing this situation, it will become an obstacle to the achievement of the goals of Pancasila and Citizenship Education (PPKn) to become good citizens (to be good citizenship), namely citizens who have intelligence (civic intelligence), a sense of pride and responsibility (civic responsibility), and participate in community life (civic participation). This problem can be overcome through the strong ability of Pancasila and Citizenship Education (PPKn) teachers to improve learning designs and strategies. So that the educational goals and objectives of Pancasila and Citizenship Education (PPKn) can be achieved properly. If you look at the curriculum that applies in one of the public high schools in Subang Regency, namely the 2013 curriculum which requires students to play an active role in learning, of course it takes effort from a teacher to foster students' critical thinking skills in learning. "It can be seen that the main factor for growing students' critical thinking skills is a stimulus from a teacher." "Teachers in learning have a duty to plan, implement and evaluate the achievement of the expected goals". Therefore, it is necessary to develop strategic approaches and models in learning. In connection with the curriculum that applies to one of the SD Negri Medan problems that occur, to improve the critical thinking skills of students, teachers use a learning model that can require students to seek information and investigate a problem. This model is by using the Inquiry model. According to Komalasari (2017, p. 73) that "Inquiry is a learning model in the form of instilling the basics of scientific thinking in students, so that in this learning process students learn more on their own, develop creativity in understanding concepts and solving problems. This learning model has 5 general components, namely Question, Student Engagement, Cooperative Interaction, Performance Evaluation, and Variety of Resources). As for what has been done by Pancasila and Citizenship Education (PPKn) teachers in one of the public high schools in Subang Regency, they have implemented a varied learning model. So that the application of learning models can be a motivation to learn and develop critical thinking skills and increase student learning outcomes. The purpose of this study is to determine planning, learning processes, student responses, obstacles, and teachers' efforts to face obstacles in applying the Inquiry learning model in developing students' critical thinking skills in Civics subjects.

Research Methodology

In this study using a qualitative approach. The method used is a qualitative method with a descriptive study research design. The number of samples taken was 20 students and 2 Pancasila and Citizenship Education teachers, the sample selection was using the Proportionet Stratified Random Sampling technique. Data collection techniques by interviewing 2 PPKn teachers, and 20 students as research samples. Then it is supported by library research, namely reviewing journal articles from previous research results. Data processing techniques by way of data reduction, data display, conclusions and triangulation.

Result & Discussion

Based on data obtained from interviews with Pancasila and Citizenship Education (PPKn) teachers and students from 3 classes namely grade 4, 5, 6 at one of SD NEGERI MEDAN Learning planning in the application of the Inquiry learning model in developing students' critical thinking skills in Pancasila and Citizenship Education

(PPKn) lessons are very much needed. This is due to support the success of student learning and refers to learning objectives with the inquiry learning model. "By applying various learning models in one of SD NEGERI MEDAN, several learning models have been implemented, one of which is the inquiry learning model. This was proven when researchers interviewed teacher respondents at one of SD NEGERI MEDAN. The steps that have been taken by the teacher, namely by compiling a Learning Implementation Plan (RPP), Learning Implementation Plan (RPP) and the steps taken by Pancasila and Citizenship Education teachers (PPKn) are in accordance with the latest 2013 curriculum design, namely with a scientific approach or 4C (Critical Thinking, Creative, Collaborative, Communicative). Then design learning procedures, In the learning process students are invited to study in groups because so that students can share more information so that it can become new knowledge, more detailed and more varied. However, in learning with the inquiry model students can also learn individually, according to the situation and conditions. To minimize student motivation, therefore the teacher must have a strategy to stimulate students so that learning motivation can develop. With the application of the Inquiry Learning model, there are great expectations, namely in accordance with the objectives of applying the Inquiry learning model for learning in the classroom, students are motivated to take part in learning, are able to participate actively in learning and are able to think critically and gain learning experience. Not only the experience that is obtained, to print students to become superior students, students are trained to think more broadly. "Thus students not only know the theory but can also implement the theory they get in everyday life." The implementation of the 2013 curriculum in the teacher's field no longer doubts the effectiveness of scientific learning. When conducting research in the field, the researchers interviewed one of the second teacher respondents, namely Mr. WS stated that: "In the 2013 curriculum learning is focused on students, students work, students can dig up knowledge either from experience or literature, students are at number one or student center". Where the efforts made by the teacher are as implemented in the 2013 curriculum, namely constructivism-based scientific learning. According to Zaini (in Norhasanah, 2018, p. 105) suggests that "constructivist principles give directions to teachers to use student-centered learning models".

So that learning can be in accordance with expectations and goals, here the teacher also needs to prepare lesson materials. In this study entitled the application of the inquiry learning model in developing students' thinking skills in Pancasila and Citizenship Education (PPKn) subjects, the researchers found at that time interviewing teacher respondents that the material prepared for each learning model had to be sorted first. Likewise with the inquiry learning model. In the 2013 curriculum where students are the main actors in the learning process or student center, in the application of the inquiry learning model, students' critical thinking skills will develop if the material chosen is appropriate and appropriate. Appropriate and suitable here means where the learning material is found Identification is done by students so that these students can think according to their own thinking abilities. Because if the delivery of material with the method. Lectures or teacher centers will seem monotonous and boring. In the learning process each student has a different study time, but each lesson cannot also be eliminated. fully engaged. The teacher conveys the material. Delivering with the inquiry learning model first looks for a central theme, seeks information, then the subject matter is conveyed to students by connecting several examples so that it is more illustrated and so that it is not biased when delivering material in class. Thus, after students know the material information conveyed by the teacher, Referring to previous research according to Ali Mudlofir (in Wahyuni et al., 2017, p. 26) Stated "Inquiry learning is a learning activity that involves a maximum of all students' abilities to search for and investigate something (objects, people, or events) in a systematic, critical , logical, and analytical so that they can formulate their own findings with confidence." There is an investigation such as identifying or analyzing in a study group. There is a major impact arising from the application of this inquiry learning model, namely mutuality. Active participation in class, and from the findings of student information presented in the form of presentations is the development of more critical thinking skills. Because by discussing to solve problems students need reasoning or thinking more logically. "By empowering High Other Thinking Skills (HOTS) students can get new ideas, by examining the thinking processes used make sense or not. Good Implicit critical thinking that students can evaluate or reflect on What they hear, they read, and examine their own thought processes while processing Information and can solve problems and can make inferences to make Decisions. This is because the purpose of critical thinking put forward by Supriya (in Istikomah, 2018, p. 22) is "to assess a thought, assess an even value Evaluate the implementation or practice of a thought or practice.

Implementation of the learning process by applying the inquiry learning model is not easy, to support the success of structured and systematic learning objectives. The effectiveness of learning, the need for learning resources and media or learning facilities Adequate infrastructure. The process of applying the inquiry learning model in developing students' thinking skills in Pancasila and Citizenship Education subjects. (PPKn) in grade 6, learning resources use teacher and student handbooks. Student worksheets (LKS) are available. "By applying the inquiry learning model to Pancasila and Citizenship (PPKn) student education subjects, they feel happier and more motivated when the teacher only conveys material that is displayed via Power Point only, and the delivery of

material seems monotonous, boring and from several different materials. Delivered emphasizing students to memorize articles of laws and regulations, and other regulations. With regard to the subjects of Pancasila and Citizenship Education (PPKn) it will become easier with the application of the inquiry learning model, because by studying in groups, discussions can arouse more in-depth curiosity like a detective who seeks the truth to solve his findings. By discussing in class and working together to solve problems Students are actively involved in class, students can ask questions, argue or argue in order to establish communication between students. This means that students can participate in learning democracy in class. Discussions in class are also used as a forum for students to get points or grades from the teacher concerned. Only those who dare to ask questions, argue during discussions will be given additional points. Likewise, at the end of learning the teacher will give quizzes or questions to students, anyone who can answer will be given a reward from the teacher. Prizes from the ability to ask questions, argue when discussing this will produce a positive impact for students who are classified as passive students. Because with the reward, students who are classified as quiet or passive will be motivated to convey. To hone students' soft skills, there must first be encouragement from the teacher and the students themselves to socialize in the classroom. Even though the learning process with the inquiry model takes quite a long time, because in the final process when students discuss to solve problems together, provide solutions and draw conclusions that can be accepted by all students. It takes quite a long time. So it takes good time management so that regular learning runs effectively. Second, from the students themselves. When applying the model in inquiry learning, there are students who do not want to join groups when the teacher distributes study groups, passive students do not dare to express opinions during discussions, there are also students who depend on their group mates who are considered the smartest in the group. The third is of matter, A very large amount. The main set of lessons is memorization, learning theory and no practice. And when the learning process takes place with the application of the participant inquiry learning model Students who do not understand the task information from material themes that are not in accordance with their participation causing confusion for the students themselves. "This is according to the opinion of Djamarah and Zain (in Nur Khosiah, 2016, p. 216) stating that the inquiry method has drawbacks, namely as follows: "a) If it is not directed or lacks direction it can cause chaos and blurring of the material being studied. B) It took a lot of time." the fourth obstacle is the media or means of learning, conveying a language that is not understood and understood, student participants want Pancasila and Citizenship Education (PPKn) subjects. Which can educate students who can be made like friends who are able to understand the characteristics of students, as well as language that students can understand, namely creative teachers like in this millennial era. Due to teacher challenges in Pancasila and Citizenship Education subjects it is necessary to educate generation Z.

"Here it means that the teacher has a great responsibility for the implementation of the inquiry learning process in developing students' critical thinking skills." Likewise with the participants Students who must have a more dominant role because the students themselves must develop their potential. With the application of the inquiry model the teacher should be more Stimulating and guiding students so that students come to school not only to listen to lectures from the teacher. Very in love and pity if that happens because they will be cool with their own world. According to respondent teacher II Bpk. K suggested that "The learning process is more important than good learning outcomes if the process for getting results is not followed properly. In placing learning hours the teacher must also have his own strategy, where the teacher must be able to see relatively changing situations and conditions. Such as when placing learning hours in the afternoon and at the end of learning in situations where the teacher is more situational. Creating learning models that are appropriate to class conditions and student conditions. Because in learning using the inquiry model here all students participate involved and are able to communicate, as well as in inquiry learning the teacher encourages or motivates students to follow the learning process. In line with this, according to Kunandar (in Wahyuni et al., 2017, p. 24) states that "inquiry learning is a learning activity in which students are encouraged to learn through their own active involvement with concepts and principles, and teachers encourage students to have experiences and conducting experiments that allow students to discover principles for themselves". Seeing the obstacles encountered during the learning process when students do not understand the learning information provided by the subject teacher, this can be guided by the attitude of the teacher himself. The attitude of the teacher when there are students who do not find information If it is not as expected then let it go first, don't justify the student It is wrong but the teacher must straighten it or direct it in a more appropriate direction, Letting go here does not mean the teacher let go just like that but the teacher motivates students to look for more precise because when students dig up wrong information from the teacher, just leave it alone will add to deviations. So that information from students does not deviate, usually the teacher evaluates at the end of each lesson and reflects on the results of studying with students. Letting go here doesn't mean the teacher just lets go but the teacher motivates students to look for more precisely because when students dig up the wrong information from the teacher, just letting it go will add to deviations. So that information from students does not deviate, usually the teacher evaluates at the end of each lesson and reflects on the results of studying with students.

Letting go here doesn't mean the teacher just lets go but the teacher motivates students to look for more precisely because when students dig up the wrong information from the teacher, just letting it go will add to deviations. So that information from students does not deviate, usually the teacher evaluates at the end of each lesson and reflects on the results of studying with students. The teacher evaluates by giving oral tests such as giving questions to several groups of 2 to 3 questions, and the teacher reviews the learning that has been obtained by the student teacher. When the researcher asked about the follow-up evaluation to the respondents, the follow-up to be carried out was where the teacher gave the scope of the assessment in the form of tests, tests and tests in the form of questions. Assessment of learning completeness based on Minimum Completeness Criteria (KKM) By taking into account the material and competencies, carrying capacity, and student abilities. "If students get results less than the Minimum Completeness Criteria (KKM) then students will do repetition. "This remedial activity is intended to help students who experience difficulties in mastering subject matter related to the learning process." If students obtain results above the Minimum Completeness Criteria (KKM), then the teacher will provide enrichment for students in the form of additional material from other sources. Because the 2013 curriculum focuses on student-centered learning of the scientific method. With creativity the teacher will create learning styles that are in accordance with the times and characteristics of students, one of which is the inquiry learning model and additional activities such as ice breaking to increase student motivation.

Conclusion

In the learning process by applying the inquiry learning model, Pancasila and Citizenship Education (PPKn) teachers at one of the Medan State Elementary Schools have carried out the steps and learning procedures as previously designed in the Independent Learning Implementation Plan (RPP), this is evidenced by the impact of giving oral tests such as giving questions to several groups of two to three questions, and the teacher reviews the learning that has been obtained by the student teacher. When the researcher asked about the follow-up evaluation to the respondents, the follow-up that would be carried out was where the teacher gave the scope of the assessment in the form of tests, tests and tests in the form of questions. Assessment of learning completeness is based on the Minimum Completeness Criteria (KKM) by taking into account the material and competencies, carrying capacity, and student abilities. "If students get results less than the Minimum Completeness Criteria (KKM) then students will take treatment. "This remedial activity is intended to help students who have difficulty mastering subject matter related to the learning process." If students obtain results above the Minimum Completeness Criteria (KKM), then the teacher will enrich students in the form of adding material from other sources. teachers must also instill attitudes or characters with a sense of kinship, mutual cooperation in every class. too much dominance. Because the 2013 curriculum focuses on student-centered learning of the scientific method. With creativity the teacher will create learning styles that are in accordance with the times and characteristics of students, one of which is the inquiry learning model and additional activities such as ice breaking to increase student motivation. Because the 2013 curriculum focuses on student-centered learning of the scientific method. With creativity the teacher will create learning styles that are in accordance with the times and characteristics of students, one of which is the inquiry learning model and additional activities such as ice breaking to increase student motivation. Because the 2013 curriculum focuses on student-centered learning of the scientific method. With creativity the teacher will create learning styles that are in accordance with the times and characteristics of students, one of which is the inquiry learning model and additional activities such as ice breaking to increase student motivation.

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