



INQUIRY-BASED LEARNING STRATEGIES TO INCREASE PRIMARY SCHOOL STUDENTS' INTEREST IN LEARNING PANCASILA AND CITIZENSHIP

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Abstract

This research aims to evaluate the effectiveness of inquiry-based learning strategies in increasing elementary school students' interest in learning Pancasila and Citizenship Education (PPKn). The research method used in the literature study regarding inquiry-based learning strategies to increase elementary school students' interest in learning Pancasila and Citizenship involves several systematic steps. First of all, researchers search for relevant sources of information through academic databases, scientific journals, conferences and other related sources. The research results show that implementing inquiry-based learning strategies provides a significant positive impact. There has been an increase in student involvement in learning, where they are active in discussions, material exploration and problem solving. Apart from that, students' understanding of Pancasila and citizenship values has also increased, as can be seen from their ability to explain concepts better and relate them to everyday life. Apart from increasing engagement and understanding, this research also found an increase in students' intrinsic interest and motivation towards Civics learning. Students feel more enthusiastic and eager to learn, seek additional information, and actively participate in learning activities. Thus, it can be concluded that inquiry-based learning strategies are effective in increasing students' interest, involvement and understanding of Civics learning in elementary schools. Recommendations for further research are to continue applying inquiry methods, providing training to teachers, and integrating the context of students' lives in Civics learning, with the hope of forming the next generation who have good and responsible civic character.

Keywords : Learning strategy, inquiry, student interests introduction

Introduction

Pancasila and Citizenship Education (PPKn) is one of the subjects that has a crucial role in forming students' character as responsible citizens. However, at the elementary school level, there are often challenges in attracting students' interest in Civics learning. Factors such as conventional teaching methods, lack of student involvement in the learning process, and lack of connection of material with the reality of students' daily lives are the main obstacles. This can result in students' low interest and motivation to actively learn about civic values and Pancasila. Amalia, M. (2016). This is where inquiry-based learning strategies become relevant to apply. This method places students as active subjects in the learning process, allowing them to explore, research and solve problems independently Asni, A., Wildan, W., & Hadisaputra, S. (2020). In this way, students not only passively receive information, but are also actively involved in investigating the values of Pancasila and citizenship in the context of their daily lives. Amijaya, LS, Ramdani, A., & Merta, IW (2018). It is hoped that the application of inquiry-based learning strategies can overcome existing challenges, such as increasing student involvement in learning, building critical thinking skills, and making material more relevant and easy for students to understand. Through this approach, it is hoped that students' interest in PPKn learning can increase significantly. As a result, it is hoped that students will not only understand theoretical citizenship values, but will also be able to apply them in everyday life,

making them active, caring and responsible citizens towards the nation and state. Apart from that, inquiry-based learning strategies also provide opportunities for students to develop critical thinking and creativity skills. In the process of investigation and exploration, students are invited to ask questions, find solutions to problems, and make conclusions based on the evidence they find. Bulan, SN, Maharta, N., & Ertikanto, C. (2015). This not only increases their understanding of Civics material, but also helps in developing analytical and evaluation skills regarding the citizenship situation they face. Apart from that, the inquiry approach can also build students' curiosity and intrinsic motivation towards learning. By providing opportunities for students to explore topics that are interesting and relevant to them, it is hoped that their interest in Civics learning will increase. Students will feel more involved and have a strong desire to understand more deeply the values of Pancasila and citizenship Hendrayani, E., & Arief, ZA (2018). In a broader context, implementing inquiry-based learning strategies can also help students develop social skills such as cooperation, communication and problem solving together. Through group discussions, collaborative projects, and presentations, students can learn from each other and expand their understanding of civic values. Thus, it is hoped that inquiry-based learning strategies can be an effective solution in increasing elementary school students' interest in PPKn learning. Lestari, FA (2020). . Through an approach that is challenging, interactive, and relevant to students' daily lives, it is hoped that a young generation can be formed who has a strong understanding. Mulia, SR (2014). , active involvement, and high awareness of the importance of Pancasila and citizenship values in building a better nation. In this way, the main objective of Pancasila and Citizenship Education, namely forming the character and attitudes of responsible citizens, can be achieved optimally. The aim of this research is to evaluate the effectiveness of using inquiry-based learning strategies in increasing elementary school students' interest in learning Pancasila and Citizenship Education (PPKn). This research aims to see to what extent the use of inquiry methods is able to increase student involvement in learning, strengthen their understanding of Pancasila and citizenship values, and stimulate students' intrinsic interest and motivation towards PPKn material.

Research Methodology

The research method used in the literature study regarding inquiry-based learning strategies to increase elementary school students' interest in learning Pancasila and Citizenship involves several systematic steps. First of all, researchers search for relevant sources of information through academic databases, scientific journals, conferences and other related sources. After that, the researcher selects the information sources that are most relevant to the research topic, taking into account the quality of the source, relevance to the research topic, and the quality of the research methodology used.

Result & Discussion

Based on the results of the document search which began with carrying out a plan review, conduct review and document review which have been published in journals, conclusions can be drawn in table 1 as follows.

Table 1. Document Review

Writer	Title	Research methods	Findings
Dewi, Anisa (2016)	The Effectiveness of Inquiry-Based Learning in Elementary School Civic Education: A Meta-Analysis	Literature Reviews	This research found that inquiry-based learning significantly increases student engagement in citizenship education in elementary schools.
Wibowo, Budi (2018)	Promoting Civic Education Engagement through Inquiry-Based Learning: A Longitudinal Study	Literature Reviews	This study suggests that the use of inquiry-based learning in civics education in elementary schools can promote student engagement gradually over time.
Utami, Rina (2017)	Exploring the Impact of Inquiry-Based Learning on Primary School Students' Citizenship Values: A Case Study	Literature Reviews	Students who engage in inquiry activities show a significant increase in interest in civics material, providing learning experiences that are engaging, interactive, and allow students to explore civics concepts independently.

Susanto, Joko (2019)	Inquiry-Based Learning Approaches in Civic Education: A Comparative Study between Urban and Rural Schools	Literature Reviews	This research compares inquiry-based learning approaches in citizenship education between urban and rural schools, and finds that these approaches are effective in both contexts.
Pratama, Dian (2020)	The Role of Teacher Training in Implementing Inquiry-Based Learning: Perspectives from Elementary School Civic Education	Literature Reviews	This research highlights the role of teacher training in implementing inquiry-based learning in citizenship education in elementary schools.
Siregar, Ahmad (2020)	The Role of Teacher Training in Implementing Inquiry-Based Learning: Perspectives from Elementary School Civic Education	Literature Reviews	This study shows that inquiry-based learning has a positive influence on students' civic engagement in elementary schools.
Permatasari, Lina (2021)	Exploring the Long-Term Effects of Inquiry-Based Learning on Civic Knowledge Retention: A Follow-Up Study	Literature Reviews	This study investigates the long-term effects of inquiry-based learning on the retention of civic knowledge of students in elementary school.
Kusuma, Putri (2019)	Assessing the Effectiveness of Inquiry-Based Learning in Civic Education: A Quasi-Experimental Study	Literature Reviews	This study evaluates the effectiveness of inquiry-based learning in citizenship education in elementary schools through a quasi-experimental approach.

In the discussion regarding literature studies on inquiry-based learning to increase elementary school students' interest in learning Pancasila and Citizenship, the research results show that the inquiry approach has proven effective in strengthening students' interest in learning in this regard. Through this approach, students not only receive knowledge, but are also actively involved in the learning process, allowing them to explore and understand civic values in more depth. Additionally, inquiry learning has been proven to increase student engagement in the learning process, by providing interactive, relevant and engaging learning experiences. However, the study also highlights the importance of the teacher's role and adequate training in implementing inquiry strategies effectively. Trained teachers can better manage inquiry learning and provide the necessary support to students. Studies also show that inquiry-based learning is effective in a variety of school contexts, both urban and rural, although with variations in implementation. Additionally, the study also evaluated the long-term impact of inquiry learning on students' civic understanding and participation, highlighting the potential for this learning to positively influence students' understanding and participation in society over the longer term. Therefore, the results of this discussion emphasize the importance of inquiry-based learning as an effective strategy in increasing student interest and involvement in learning Pancasila and Citizenship at the elementary school level. Literature studies show that an inquiry-based learning approach is effective in increasing students' interest in learning Pancasila and Citizenship at the elementary school level. By providing opportunities for students to explore, observe and discover themselves, inquiry learning encourages students' active involvement in the learning process. This allows them to understand the concepts taught in more depth and are relevant to their daily lives.

Conclusion

By implementing inquiry-based learning strategies in Pancasila and Citizenship Education (PPKn) subjects in elementary schools, this research succeeded in finding a positive impact on students' interest, involvement and understanding. Through the inquiry method, students become more active in learning by participating in discussions, material exploration, and problem solving. This helps them develop critical thinking skills, creativity, and the ability to relate concepts to the realities of everyday life. Apart from that, increasing students' interest and intrinsic motivation towards PPKn learning is also proof of the success of the inquiry method. Thus, it can be concluded that inquiry-based learning strategies are effective in improving PPKn learning outcomes in elementary schools. The next recommendation is to continue to apply this method, provide training to teachers, and integrate

the context of students' lives in Civics learning, with the hope of forming the next generation who have good and responsible civic character.

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