

Evaluating the Impact of Guided Inquiry Learning on Analytical Skills in Civics Education

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ABSTRACT

This research is undertaken with the primary objective of enhancing the analytical skills of eighth-grade students at MTs Negeri 2, Cirebon, particularly in the domain of the Functions of the 1945 Constitution and Other Legislation. The research design is grounded in the Classroom Action Research methodology as conceptualized by Kemmis & McTaggart, encompassing four distinct phases: planning, implementation, observation, and reflection. The study unfolds across two cycles, each comprising two instructional sessions, and involves a cohort of 32 students from the eighth grade at MTs Negeri 2, Cirebon. The findings of this research underscore the efficacy of the guided inquiry model in bolstering the analytical competencies of students. These conclusions are derived from the tangible outcomes represented by average scores and completion percentages. Insight gained through observational analysis during the guided inquiry model application reveals that students not only grasp the intricacies of the Functions of the 1945 Constitution and other legislation but also exhibit the ability to dissect various sections of these legal documents. The analytical skills assessment results demonstrate that in Cycle I, students achieved an average score of 71.25 with a completion rate of 68.75%. Subsequent to the intervention in Cycle II, the average score increased to 80.59, with a notable improvement in the completion rate to 95.75%. This affirms the successful impact of the guided inquiry model on elevating students' analytical capabilities concerning the Functions of the 1945 Constitution and Other Legislation.

Keywords: *Action Research; Analytical skills; Civic education; Guided inquiry*

Introduction

The subject of Pancasila and Citizenship Education (PPKn) is aimed at guiding learning to mold students into responsible citizens. Consequently, PPKn education should be designed based on activities related to several citizenship themes, intended to inspire students to become responsible citizens by addressing issues and challenges faced by their communities. This commitment is exemplified through active participation in community development related to students' lives. The competencies acquired extend beyond the mere acquisition of knowledge and skills in presenting findings through written works; emphasis is placed on shaping attitudes and instigating tangible actions that each student can undertake, fostering a sense of love and pride for Indonesia.

Efforts to instill a sense of love and pride for Indonesia include comprehending the four pillars of national life, which are considered essential assets. These pillars emanate from the noble cultural values of the nation, as manifested through customs, playing a pivotal role in binding the spiritual connections of every citizen (Asshiddiqie, 2012; Huda, 2012; MPR, 2014).

In this Classroom Action Research (CAR), one of the discussed four pillars is the 1945 Constitution of the Republic of Indonesia, serving as a constitutional foundation. The ability to understand and, more crucially, to analyze the functions of the 1945 Constitution and other legislation encourages students towards optimal compliance. Citizens' adherence to the 1945 Constitution guides them toward a disciplined and orderly life, facilitating the creation of a peaceful and prosperous society.

Learning about the functions of the 1945 Constitution and other legislation aims to equip students with the ability to: (1) Appreciate the meaning, position, and function of the 1945 Constitution as an expression of faith; (2) Support the meaning, position, and function of the 1945 Constitution, along with other regulations, in accordance with the 1945 Constitution; (3) Analyze the meaning of the 1945 Constitution within the National Legal System; (4) Explain the functions and position of the 1945 Constitution within the National Legal System; and (5) Explain the position of Regulations within the National Legal System.

Hence, the ability to analyze the functions of the 1945 Constitution and other legislation becomes the learning objective that students must achieve. In essence, analytical skills serve as the linchpin for this material. The attainment of these learning objectives acts as an indicator of the success of the learning process. The successful fulfillment of learning objectives implies a successful learning process. A well-

executed learning process enhances the creation of individuals capable of independent living and a profound understanding of the various characters embedded in the core material (Amri, 2013; Rusman, 2012; Sagala, 2009).

The development of thinking skills aligned with the characteristics of the subject is vital to ensure the complete achievement of learning goals. In subjects such as PPKn, students are expected not only to memorize the functions of the 1945 Constitution and other legislation but also to cultivate their thinking skills. These skills encompass scientific thinking, adept data collection, data analysis, information sorting, and conclusion drawing.

The ability to analyze, as desired and emphasized in PPKn, is a skill that students seldom master. Consequently, students often resort to memorization, struggling to articulate the material in their own words. The suboptimal development of analytical skills typically stems from students' ineffective engagement in the PPKn learning process. Thus, as defined by Suharso and Retnoningsih (2005), analytical skills denote the ability to dissect a subject or its various parts and examine these components and their relationships to gain accurate understanding and comprehend the meaning of the whole.

Additionally, Anderson and Krathwohl (2001) delineate that analytical skills encompass components, as detailed in the table below:

Table 1. Components of Analytical Skills

No	Analyze	Indicators	Operational Verbs
1	Differentiating	Ability to determine relevant pieces of information	Detect Find Select Solve
2	Organizing	Ability to organize relevant pieces of information	Itemize Nominate Rationalize Examine
3	Attributing	Ability to determine the purpose and relationships of the information	Correlate Associate Interpret Diagram Classify

Source: Anderson and Krathwohl (2001)

This explanation illustrates that analytical skills align with the fundamental competencies in this material. The efforts exerted by teachers in PPKn learning should ultimately propel students towards

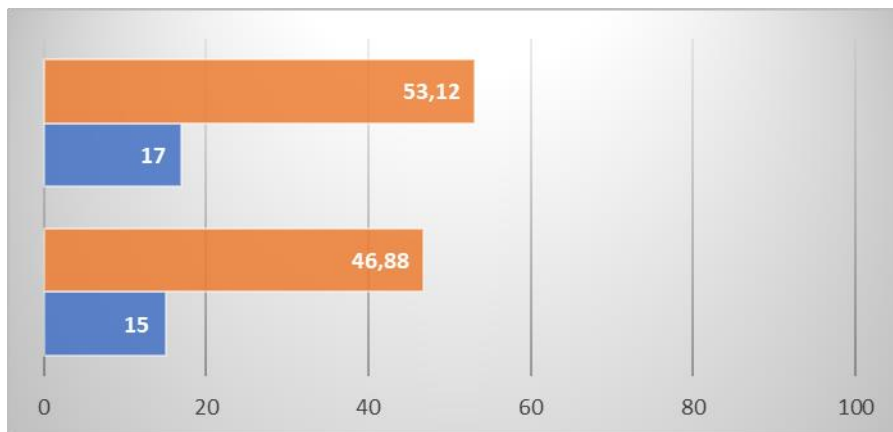
mastering and possessing these skills. Without proficient analytical skills, students may struggle to optimize their understanding of PPKn subjects, particularly concerning the functions of the 1945 Constitution and other legislation.

Drawing upon the established foundational principles, it can be articulated that the primary objective of this educational endeavor is to equip students with the proficiency to analyze the functions of the 1945 Constitution and other pertinent legislations. This necessitates the identification of crucial components such as discerning the meaning of the 1945 Constitution within the National Legal System, comprehending the functions and positioning of the 1945 Constitution within the National Legal System, and elucidating the role of legislative regulations in the National Legal System. Consequently, the meticulous selection and implementation of a fitting learning model become pivotal. Thus, both aforementioned points constitute indispensable facets in the pursuit of success within Pancasila and Citizenship Education (PPKn) learning, particularly in the realm of comprehending the functions of the 1945 Constitution and other legislation.

It is imperative to highlight a significant challenge encountered by the author in their capacity as the PPKn subject teacher for Grade VIII at MTs Negeri 2, Cirebon specifically, the perception of PPKn as an unstimulating subject. This perception emanates from the prevalent reliance on rote memorization within PPKn. Learning oriented toward the mastery of content targets has proven successful solely in short-term “remembering” competencies but falls short in cultivating analytical skills and problem-solving abilities essential for navigating long-term life challenges. This reality is conspicuously observed in the author’s classroom, namely Grade VIII at MTs Negeri 2, Cirebon. Notably, various learning models implemented persistently revolve around the teacher as the exclusive conduit of knowledge transfer.

In light of the document analysis of analytical skills outcomes among Grade VIII students at MTs Negeri 2, Cirebon, the data reveals that 17 out of 32 students, or 53.12%, did not attain proficiency. The suboptimal results in PPKn learning underscore the persistent challenges faced by students in analyzing the functions of the 1945 Constitution and other Legislation, serving as a poignant indicator of success in this learning domain. The comparative analysis of analytical skills outcomes in Grade VIII students at MTs Negeri 2, Cirebon is visually represented in the accompanying figure:

Figure 1. Students' Analytical Skills



Delving into the intricacies of these challenges, they manifest as follows: (1) students grapple with difficulties in analyzing the meaning of the 1945 Constitution within the national legal system; (2) students face challenges in comprehending the functions and positioning of the 1945 Constitution within the national legal system; and (3) students encounter obstacles in analyzing the position of legislative regulations within the national legal system. Grounded in this data, it is evident that these challenges stem from the inappropriate application of learning models. Students find themselves inadequately engaged in the learning process, predominantly receiving information unilaterally from the teacher. The learning approach, characterized by exposition and discussion, tends to result in a swift erosion of the material from students' memories. Consequently, this contributes to an uninteresting and passive learning milieu.

The exposition and discussion model, as evidenced, has not succeeded in providing a more meaningful learning experience. The implementation of this model results in: (1) the teacher assuming a central role in the learning process; (2) a dearth of activity and learning participation from students; and (3) students struggling to analyze the material on the functions of the 1945 Constitution and other legislation optimally. If left unaddressed, there is a legitimate concern that this situation will impede students' mastery of competencies in subsequent stages. Therefore, educators necessitate an alternative learning model capable of optimizing students' activities and participation while fostering a more effective learning environment. One such model, believed to ameliorate these challenges, is the guided inquiry model.

According to Maguire and Lindsay (2010), the guided inquiry model is anticipated to hone students' skills in conducting an investigative process to collect factual data and process that information. Consequently, students can independently formulate conclusions to address questions or problems posited by the teacher.

The guided inquiry model is anticipated to yield a positive impact on enhancing the scientific activities and skills of students. This model not only directs students to learn independently but also empowers them to creatively develop their cognitive potentials. This, in turn, facilitates the cultivation and refinement of high-level thinking skills expected of them. The implementation of the guided inquiry learning model, in essence, constitutes an action anticipated to serve as a viable solution to the challenges encountered in PPKn learning, particularly regarding the deficiency in analytical skills. This research fundamentally adopts the framework of Classroom Action Research (PTK), with a specific focus on the implementation of the guided inquiry learning model to enhance the analytical skills of Grade VIII students at MTs Negeri 2, Cirebon, in the subject of the Functions of the 1945 Constitution and Other Legislation during the Odd Semester of the 2018/2019 Academic Year.

Methods

The research methodology in this classroom action research, following Hopkins' model (2011), adopts the Kemmis & McTaggart research design, encompassing four distinct stages in each iterative cycle: action planning, action implementation, action observation, and action reflection. The study unfolds across two cycles. In instances where the evaluation outcomes from the initial cycle reveal persisting issues or novel challenges emerge, the researcher undertakes refinements in the subsequent cycle, adhering to the same procedural framework. Consequently, the reflections derived from the initial cycle serve as the foundation for devising corrective strategies in the subsequent cycle.

The initial analytical approach employed is descriptive statistical analysis, specifically tailored for the examination of straightforward quantitative data. In tandem, the second data analysis technique involves interactive analysis, as elucidated by Miles et al. (2014). This method is applied to scrutinize qualitative data expressed in textual form, providing insights into the evolving and completed facets of the learning processes.

Results and Discussions

This research was conducted in Class VIII at SMP Negri 2 Bandung, with a total of 32 students. Specifically, the study focused on the subject of Civics, exploring the material related to the Functions of the 1945 Constitution and Other Legislation during the odd semester of the academic year 2018/2019.

The observations of classroom conditions and the changes that occurred during the implementation of the guided inquiry model action indicated an overall increase in the activity level of the learning process. Students actively participated in the investigative process, collecting data and facts while attempting to process this information independently. As a result, students were able to formulate conclusions autonomously in response to questions or issues raised by the teacher. Additionally, the model positively impacted students' scientific skills, fostering independence and creativity in information-seeking.

The teacher assumed the role of a facilitator, with the learning process following the pre-established scenario of the guided inquiry learning model. Generally, the teacher successfully executed all action procedures. However, observations in the first cycle revealed a 75% success rate, with identified weaknesses in steps 2, 3, and 4. The teacher encountered challenges in guiding students during the Exploration Phase, where students struggled with observation, data collection, analysis, and hypothesis-building based on the teacher's presented problem. Furthermore, the teacher faced difficulties in guiding students through the Concept Formation Phase, where students found it challenging to identify relationships between concepts and engage in critical and analytical thinking to draw conclusions. Additionally, the Application Phase posed challenges, as students were unable to apply new knowledge to various situations, including exercises that allowed for practical application to real-world problems.

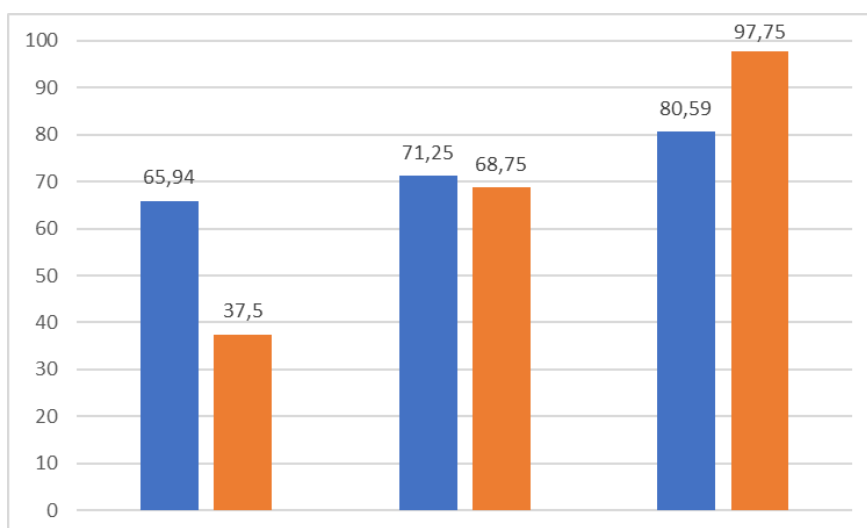
These challenges were addressed in the second cycle. The teacher refined the action procedures, especially in steps 2 of the exploration phase, step 3 of the concept formation phase, and step 4 of the application phase. Consequently, the percentage of successfully implemented teacher actions increased to 84% in the second cycle. Student activity levels and participation were commendable, demonstrated by their engagement in practice following the guided inquiry learning model procedures. The students' interest was evident in their enthusiasm and motivation throughout the learning process. All students, divided into 7 learning groups, effectively fulfilled their roles according to the utilized learning

model.

The guided inquiry learning model, coupled with the strategy of group division for solving specific problems assigned by the teacher and implementing collaborative learning, significantly aided the teacher in enhancing students' analytical abilities in Civics regarding the material on the Functions of the 1945 Constitution and Other Legislation. This improvement was characterized by several aspects considered in the assessment criteria. The average score increased from 71.25 with a proficiency percentage of 68.75% in the first cycle to an average score of 80.59 with a proficiency percentage of 95.75% in the second cycle. This indicates a positive enhancement in the students' analytical abilities targeted for improvement.

The results of the action implementation in the two research cycles are illustrated in Figure 2, depicting a comparison of student analytical ability test results between cycles.

Figure 2. Comparison of Student Analytical Ability Test Results between Cycles



In the interim, the reception from Grade VIII students at MTs Negeri 2, Cirebon, toward the implementation of the guided inquiry learning model, is notably affirmative, as evidenced by the outcomes of the surveys administered by the teacher to the students. Broadly speaking, the students express contentment with the adoption of the guided inquiry learning model, primarily attributable to its facilitation of direct learning experiences through collaborative problem-solving within group dynamics. This approach enables students to acquire practical skills in PPKn, necessitating real-world application. Moreover, the interpersonal

interaction among peers fosters a sense of ease in the learning environment, heightens motivation to actively engage in the learning process, and consequently, contributes to the cultivation of the analytical skills essential in the context of the PPKn subject.

The positive response from the students is indicative of the effectiveness of the guided inquiry learning model in creating an interactive and participatory learning environment. The students' satisfaction with the model's emphasis on collaborative problem-solving and real-world application suggests that these elements contribute significantly to their overall learning experience in the PPKn subject.

The outcomes of this investigation are congruent with the principles underpinning the guided inquiry learning model, as elucidated by Bilgin (2009). This model centers around activities wherein students assume the role of researchers under the mentorship of the teacher. In this capacity, the teacher functions primarily as a facilitator and guide, imparting the necessary skills to enable students to function as autonomous problem solvers. Consequently, the guided inquiry model is anticipated to exert a beneficial influence in augmenting the scientific activities and skills of the students. It not only directs students toward independent learning but also empowers them to creatively harness their cognitive capacities, thereby fostering the development of advanced cognitive skills, as anticipated in scholarly works such as those by Annisa et al. (2016) and Puspaningtyas & Suparno (2017).

The study's alignment with Bilgin's (2009) explanation of the guided inquiry model reinforces the notion that this approach serves as a catalyst for transforming students into active researchers. By positioning the teacher as a facilitator rather than a traditional disseminator of knowledge, the model encourages students to take on the role of problem solvers independently. This shift in dynamics not only promotes a deeper understanding of the subject matter but also nurtures critical thinking skills and analytical abilities. In essence, the guided inquiry model not only enhances the scientific capabilities of students but also empowers them to unfold their cognitive potential creatively. As suggested by Annisa et al. (2016) and Puspaningtyas & Suparno (2017), the cultivation of high-level thinking skills is a direct outcome of this pedagogical approach, contributing to a more comprehensive and impactful educational experience.

The positive reception from Grade VIII students at MTs Negeri 2, Cirebon, also underscores the potential of the guided inquiry learning model to improve the overall learning environment and enhance the

analytical skills crucial for the PPKn subject. This aligns with the theoretical framework established by Bilgin (2009) and resonates with contemporary studies emphasizing the development of cognitive capacities in educational settings. The continued exploration and application of such effective pedagogical models are essential for advancing the quality of education and preparing students for the challenges of a dynamic and complex world.

Conclusions

In summary, the guided inquiry learning model, when applied in the context of various subjects, demonstrates its adaptability and efficacy. Specifically, within the realm of Civics education (PPKn), this pedagogical approach aligns seamlessly with the subject's diverse materials and overarching objectives. The emphasis on comprehending fundamental concepts, nurturing analytical skills, and fostering independent learning resonates well with the principles of Civics education.

The instrumental role played by the guided inquiry learning model in augmenting students' analytical capacities yields positive outcomes, particularly in the domain of Civics, focusing on the material concerning the Functions of the 1945 Constitution and Other Legislation. The model emerges as a potent tool in honing the analytical prowess of Grade VIII students at MTs Negeri 2, Cirebon, pertaining to the intricacies of the Functions of the 1945 Constitution and Other Legislation. This is corroborated by the noticeable enhancement in students' learning proficiency, marked by a substantial increase. Commencing with an average percentage score of 65.94 and a proficiency rate of 37.50% in the pre-action stage, the subsequent progression is evident with an average score of 71.25 and a proficiency rate of 68.75% in Cycle I. Finally, in Cycle II, a commendable achievement is reached with an average score of 80.59 and a proficiency rate of 95.75%.

The affirmative responses from students regarding the implementation of the guided inquiry learning model further underscore its efficacy. With four students expressing high satisfaction, 14 students indicating satisfaction, 11 students expressing a moderate level of satisfaction, and three students reporting dissatisfaction, it is evident that the majority of students value the guided inquiry model. The appreciation is particularly attributed to the collaborative problem-solving and group work strategies embedded in the model, enhancing students' engagement, participation, and motivation in the learning process. Concurrently, these

strategies contribute significantly to an enriched understanding of the studied material.

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