

SOCIALIZATION OF INQUIRY LEARNING STRATEGIES IN ELEMENTARY SCHOOL LEARNING

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Abstract

This socialization activity aims to describe the implementation and impact of the socialization of inquiry learning strategies in elementary school learning. This socialization activity was given to 10 teachers who teach at SD Negeri 017107 Kisaran Naga, Asahan Regency, and was carried out for two days, namely on Friday and Saturday, August 4 and 5, 2023. The inquiry learning strategy was introduced as an approach that emphasizes the active involvement of students in the learning process through asking, questioning, and drawing based on evidence. The methods used in this activity were interactive lectures, group discussions, and the practice of preparing inquiry-based lesson plans. The results of the activity showed that teachers began to understand the importance of implementing inquiry learning to improve students' critical and creative thinking skills. In addition, the participants also showed high enthusiasm in designing more student-centered learning activities. This socialization has positive implications for changes in teachers' mindsets and teaching practices, although challenges such as limited time and facilities are still being found. Therefore, follow-up in the form of ongoing mentoring and further training is needed so that the inquiry learning strategy can be implemented optimally in daily learning in elementary schools.

Keywords: *Socialization, learning strategies, inquiry, elementary school, teachers*

INTRODUCTION

The development of the era will affect the progress of science and technology. The development of education in Indonesia is marked by the development of the curriculum that has implemented eight curricula, namely the 1969 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the 2004 curriculum, the last is the education unit level curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum.

The existing educational process cannot be separated from the learning process carried out in learning activities. In teaching and learning activities, it is expected that there will be interactions from various directions, both teachers and students and students with students, where the interaction occurs as a communication that is directed towards the goals to be achieved. The existence of this interaction is a process of delivering messages from the message source or media and the recipient of the message is the components of the communication process. The message to be communicated is the content of the teachings or education in the curriculum, the source of the message is usually the teacher or student, the channel is in the form of educational media and the recipient of the message is the student or teacher.

Furthermore, the Covid-19 pandemic has changed the pattern of education in Indonesia. Initially, learning was carried out face-to-face, changing to online or distance learning (Dewi, 2020; Winangun & Dewi, 2021; Kholisho et al., 2021; Astuti, Dasmo, & Bhakti, 2021; Susanti, Aflaha, & Taufik, 2021). The implementation of online or distance learning requires teachers to be skilled in designing innovative learning so that the quality and objectives of learning can still be achieved (Asmuni, 2020; Winarsieh & Rizqiyah, 2020; Winangun & Dewi, 2021; Wahyuni, Rahmadhani, & Mandasari, 2020). One form of learning innovation that teachers can carry out in implementing distance learning is by designing e-learning learning media or utilizing technology (Suwardiyanto & Yuliandoko, 2017; Resmini, Satriani, & Rafi, 2021). For example, teachers can use various applications to design online learning models.

Based on the background above, the devotee formulates the following problems: (1) How are teacher activities after using the Inquiry Learning Strategy to improve learning outcomes? (2) How are student learning outcomes after using the Inquiry Learning Strategy?

Based on the obstacles found, the author considers it important to hold training for teachers in implementing learning models by utilizing Inquiry Learning Strategy. Based on the description of the problems above, it is

considered important to conduct training in the application of learning models using Inquiry Learning Strategy. This training is a Community Service activity with the aim of improving the competence of teachers. This socialization was carried out with the aim of increasing the knowledge and skills of teachers using the Inquiry Learning Strategy at SD Negeri 017107 Kisaran Naga, Asahan Regency.

LITERATURE REVIEW

A. Learning Strategy

1. Understanding Learning Strategies

Learning strategy is a design that contains a series of activities formed in an action that is formed to achieve certain educational goals.

The following are the functions and objectives of learning strategies, namely:

1. Providing learning content to students.
2. Prepare information or learning materials needed to demonstrate performance.

2. Inquiry Learning Strategy

In terms of linguistic meaning, inquiry comes from English, namely *inquiry* which means investigation or asking for information. As expressed by Anam (2016, p. 7) that in terms of language, inquiry comes from the word inquiry which is an English word that means; investigation or asking for information; a free translation for this concept is "students are asked to search and find out for themselves". The term inquiry or "asking for information" is a term that is often used by authorities such as detectives to ask for information from witnesses or suspects in their investigations.

It can be concluded that *inquiry learning* is a learning model that requires students to carry out a process of finding their knowledge independently through a series of investigations, searches, explorations and directing students to conduct experiments or research to solve a problem or find out about the knowledge material being studied.

3. Inquiry Learning Syntax (Steps)

According to Hanafiah and Sudjana 2010 (in Wardoyo 2015, p. 68) the syntax or basic reference for inquiry learning steps is as follows.

1. Identifying student needs.
2. Preliminary selection of the concepts to be studied.
3. Select the part of the material to be studied.
4. Determine the role that each student must play.
5. Monitor students' initial abilities related to the material to be provided.
6. Preparing for class.
7. Provide opportunities for students to carry out investigative activities and analyze the data found in order to discover new things in learning.
8. Take reinforcing action.

IMPLEMENTATION METHOD

1. Place and Time

The socialization was carried out on Friday - Saturday, August 4 and 5, 2023, where all teachers participated in offline activities which took place at SD Negeri 017107 Kisaran Naga, Asahan Regency.

2. Target

The implementation of socialization activities was given to teachers who teach in SD Country 017107 Kisaran Naga, Asahan Regency namely 10 teachers. This socialization was carried out with the main target being teachers who are expected to be able to use Inquiry Learning Strategies in Teaching and Learning Activities.

3. Method

The program implementation methods used are: lectures and discussions to increase an understanding of the nature and benefits. Inquiry Learning Strategy for implementing Teaching and Learning Activities.

RESULTS AND DISCUSSION

RESULTS

Implementation of training activities for the application of Inquiry Learning Strategies in SD Negeri 017107 Kisaran Naga Kab. Asahan can run according to the expected goals. Of the 10 participants who attended the training, 8

training participants have succeeded in implementing inquiry learning. Based on the results of the activities that have been carried out, it is hoped that in the future teachers can develop and improve their skills in implementing learning strategies to be used in learning. The implementation of this PkM activity was carried out through two sessions, in detail it can be described as follows.

Session I

In this first session, participants were given related materials. Inquiry Learning Strategy. Although there are many advantages, the Inquiry Learning Strategy also has disadvantages. The disadvantages are: 1) The contribution of low-achieving students is reduced 2) High-achieving students will lead to disappointment because the role of smart members is more dominant 3) It takes longer for students so it is difficult to achieve curriculum targets. Session I activities are carried out for approximately 120 minutes. The resource person delivers the material for 90 minutes, then continues with a discussion or question and answer session for 30 minutes. The material presented includes

1. Explanation of the use of Inquiry Learning Strategies,
2. Explanation of the steps of the Inquiry Learning Strategy.

This material is delivered to training participants to provide understanding and skills in utilizing Inquiry Learning Strategies easily and simply. In this session, participants followed enthusiastically and were motivated to apply Inquiry Learning Strategies in learning. This can be seen from the feedback given by training participants.

Session II

After all participants understand the material presented in session I, then in session II the participants practice Inquiry Learning Strategy. In this session, the resource person accompanies and guides the training participants to create inquiry learning.

DISCUSSION

The socialization of inquiry learning strategies in elementary schools has an important role in improving the quality of the teaching and learning process. This strategy emphasizes the active involvement of students in exploring knowledge through the process of asking, investigating, and drawing conclusions independently. In the context of elementary education, the inquiry approach helps foster curiosity, critical thinking skills, and problem-solving skills that are very relevant to the needs of 21st century learning. Therefore, understanding and implementing this strategy should be the main focus in teacher training at the elementary level.

The results of the socialization of this strategy show that most of the teachers involved began to understand the importance of providing space for students to explore concepts through direct experience. Teachers who were previously accustomed to using lecture methods or one-way approaches, slowly began to shift to the role of learning facilitators. This transformation shows that the socialization carried out is not only limited to the transfer of information, but also encourages a paradigm shift in teaching practices. However, the implementation of inquiry strategies in the field still faces several challenges. Among them are time constraints, lack of learning resources, and the unequal understanding of teachers about the systematic steps of inquiry learning. In addition, the characteristics of elementary school students who are still in the concrete development stage also require adaptation of strategies to suit their cognitive levels. Therefore, continued mentoring and ongoing training are very important.

Thus, the socialization of inquiry learning strategies must be followed by direct practice, supervision, and continuous evaluation so that their implementation is more effective. Support from schools, principals, and education offices is needed to create a learning ecosystem that encourages active learning. If carried out consistently and in a structured manner, inquiry learning strategies can be an effective means of forming a generation of students who are more independent, reflective, and innovative from an early age.

IMPLICATIONS

The socialization of inquiry learning strategies has direct implications for improving teachers' professional competence, especially in terms of planning and implementing student-centered learning. Teachers are required to be more creative in designing activities that encourage students to ask questions, investigate, and draw their own conclusions. This not only strengthens students' mastery of teaching materials, but also fosters high-level thinking skills that are greatly needed in facing future challenges.

Other implications are seen in the changing patterns of interaction in the classroom. Inquiry strategies encourage the creation of a more open, collaborative, and communicative learning environment. This has an impact on increasing student motivation and active participation in the learning process. If applied consistently, this approach can reduce student dependence on teachers and encourage the formation of early learning independence, which is one of the main goals of basic education. On the institutional side, the implementation of inquiry strategies requires

systematic support from schools and education policy makers. Provision of ongoing training, supporting facilities, and sufficient time in implementing learning are things that need to be considered. Without such support, there is a risk that socialization will only stop at the conceptual level without being able to change learning practices in real terms. Therefore, the involvement of the entire education ecosystem is crucial to ensure the success of inquiry learning strategies in elementary schools.

CONCLUSION

Implementation of Community Service (PkM) activities in the form offer the training of learning using the Inquiry Learning Strategy, it went smoothly and was well responded by teachers as training participants. This can be seen from the enthusiasm of the participants in following the entire session of the activity. In addition, participants also actively asked questions and interacted about the material presented. Of all the participants who attended the training, 8 training participants had succeeded in practicing learning using the Inquiry Learning Strategy. As a result of this activity, teachers gained an understanding and skills in implementing the Inquiry Learning Strategy.

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