Edumaniora : Jurnal Pendidikan dan Humaniora

Application Of Social Inquiry Learning Model To Improve Socialproblem Solving Skills In Class V Of Integrated Islamic Sd Nurulikhwan Beach Mirrin

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ARTICLEINFO	ABSTRACT
	The learning method used in the learning process is an important key to student learning outcomes. Student learning outcomes are highly dependent on the learning methods used by the teacher. If the learning method used is boring, it cannot encourage students to become active students in learning. This is proven by the competence and skills possessed by students are still relatively low. And it does not encourage students to be active students in their learning. The problem formulation of this research is whether through the Social Inquiry Learning model to Improve Social Problem Solving Skills for Students of Class V Integrated Islam Nurul Ikhwan Pantai Cermin? The purpose of this study is to provide an overview of the learning implementation plan which was compiled using the social inquiry learning model in class V of Integrated Islam Nurul Ikhwan Pantai Cermin. Applying the Inquiry model to the fifth grade students of Integrated Islam Nurul Ikhwan Pantai Cermin in social studies learning. Improve the ability to work together and student learning outcomes in the classroom by using the Inquiry learning model in the social problem solving skills of students in the fifth grade of Integrated Islam Nurul Ikhwan Pantai Cermin. This study used 24 students as a sample of 120 students. Data collection is done by holding a pretest and posttest learning outcomes. The results showed that the teacher's activity in teaching using the social inquiry learning model showed increasing results.

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1. INTRODUCTION

One of the goals of the Indonesian nation is to educate the nation's life as stated in the fourth paragraph of the opening of the 1945 Constitution of the Republic of Indonesia (UUD RI 1945). The intellectual life of the nation can be realized through formal, informal and non-formal education. As clearly stated in the 2003 National Education System Law Number 20 Chapter 1 Article 1 Paragraph 1.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In developing all the potential of students to meet the criteria of the 2003

National Education System Law Number 20 Article 1 Paragraph 1, the implementation of education requires a process. The process is said to be a learning process.

Efforts to achieve the national education goals are not easy. Education implementers, both those who make policies and those who carry out learning, must work well together. Educational implementers who carry out learning or commonly called teachers are subjects that greatly influence educational outcomes. The better the teacher in delivering learning material, the less developing learning that can facilitate students to be active, the better the student learning outcomes and the better the educational outcomes.

The skills and competencies that must be mastered by students are still limited to low-level thinking skills. So that students cannot develop their potential for the better. Most of the learning models used by teachers still use teacher-centered learning models. Teachers have not been able to develop learning strategies that are appropriate for students' self-development, including skills in solving social problems. The method used is also mostly still using the lecture method. Teachers tend to dominate learning in the classroom.

Teachers have not developed learning that makes students active. This results in a boring learning atmosphere. Learning activities do not encourage students to be active, both in solving problems and actively asking questions. Students only need to listen and write. If it is felt, then it is far from fun learning.

Although teachers sometimes also use games to just turn the class on to be enthusiastic and conducive. The teacher has not developed a learning process that can improve a conducive learning atmosphere in accordance with the learning steps. The media used by teachers in social studies learning is also still very minimal. It is evident from the very small number of media that can be observed by researchers. Furthermore, from the recognition of students during the learning process, especially in social studies lessons, no other abilities or skills were developed.

According to him, learning strategies that can develop thinking skills are social inquiry strategies. Meanwhile, according to Bruce Joyce (in Sanjaya, 2006: 205) social inquiry is a learning strategy from social groups (social family) subgroups of the concept of society (concept of society). This sub-group is based on the assumption that educational methods aim to develop ideal community members who can live and can enhance the quality of community life. Therefore, students must be given adequate experience on how to solve problems that arise in society.

In addition, Welton and Mallan (in Wahab et al, 2009: 11.3) compare the term inquiry with problem solving methods and even memorization/memory as a behavior and process. In this context, inquiry provides a way for students to solve problems or to process information.

In previous practice, the results of Amri's research (2010: 77), prove that learning with the inquiry method can increase the average value of mastery of the material. Therefore, students must be given adequate experience on how to solve problems that arise in society. Based on the description of the problem above, to overcome this problem, the researcher tried to apply the social inquiry learning model to improve social problem solving skills at SD IT Nurul Ikhwan Pantai Cermin.

2. METHODS

Research Design is a series of procedures and methods used to analyze data to determine the variables that will become the research topic. According to Sugiono (2013: 67) Design or Research Design is something that includes the approach used in research. Research design serves to assist the implementation of research so that it can run well.

In this study, the researcher used quantitative methods and the nature of the research used explanatory research. According to Sugiyono (2013:13) Quantitative Method is a research method based on the philosophy of positivism, used to examine certain populations. According to Sani (2013: 180) Explanatory research is to test hypotheses between hypothesized variables that are tested for truth. researchers to study and then draw conclusions. In this study, the population is 48 employees at PT Burger Sari Indonesia.

Table 1. Population At PT Burger Sari Indonesia Medan

Distribution	Population
Store Manager	1

HR Manager	1
Finance Manager	1
Marketing Manager	1
Leader	1
Crew	43
Total	48

Source: Data processed by researchers (2022)

The sample used in this study is the Saturated Sampling Sample or Census. According to Darmadi (2011) Saturated sampling or census is a sampling technique when all members of the population are used as samples.

In this study located at PT Burger Sari Indonesia Medan Jl. Ring Road, Asam Kumbang, Medan Selayang District, Medan City, North Sumatra Province.

Research time starts in August 2021 until January 2022. Data analysis technique is the way of preparation by presenting the answer categories in tables, pictures or trends from respondents accompanied by preliminary analysis of various data findings in the field as the initial process in data processing. Data analysis is a process that details efforts to formally find themes and formulate hypotheses (ideas) as suggested and as an attempt to provide support and themes for hypotheses. In accordance with the problem and series of hypotheses, the analytical methods used to prove the truth in question are:

Descriptive analysis is an analytical method that aims to provide a description or description of the research subject.

Quantitative Analysis Method is a method used to submit data in the form of numbers. The data source of this research is the primary data collection on the performance audit variables of human resource management and employee performance using a questionnaire.

Considering the data collection was done using a questionnaire, the seriousness of the respondents in answering the questionnaire is an important thing in the study. To test the validity, it is necessary to carry out two kinds of tests, namely as follows: Validity test is a test used to show the extent to which the measuring instrument used to measure research. Reliability test is a tool to measure a questionnaire that is said to be reliable or a stable statement that can be relied on. Classical Assumption Test is an analysis conducted to assess whether there is a problem in a linear regression model. Normality test is a test carried out with the aim of assessing the distribution of data in a data, whether the distribution is normally distributed or not.

3. RESULTS AND DISCUSSION

The results of this study will be presented in each cycle, where in each cycle there are two face-to-face teaching. All incidents regarding the application of the social inquiry learning model to improve problem solving skills in fifth grade students of SD IT Nurul Ikhwan Pantai Cermin will be recorded and analyzed using the instruments provided.

The goal is to simplify data processing and determine improvements in the next cycle.

Results of the implementation of cycle I

Planning

1. Analyze curriculum

    In accordance with the learning objectives, this research is to achieve success in accordance with the basic competencies. The researcher conducted an analysis with the aim of finding the suitability and feasibility between the material to be delivered and the questions that the students would work on to improve problem solving skills. Thus, in the learning process there is harmony between the material provided by the teacher and the understanding obtained by the students. To simplify the task, the researcher coordinated and consulted with the fifth grade teacher at SD IT NURUL IKHWAN BEACH CERMIN Ricky Murtada, S.Pd.. The activity of conducting curriculum analysis is expected to facilitate the task of a researcher in terms of providing understanding and skills to students. So, Everything that could hinder this research can be minimized as early as possible. Because indeed with all the shortcomings of researchers in knowing students from all aspects is very limited. Because the classroom teacher is the one who knows the real state of the students.

2. Develop lesson plans
   After the researcher conducted the curriculum analysis, the researcher then developed it in the form of a lesson plan. The contents include: research time, preparing lesson plans, compiling student activity sheets, assessment sheets, and compiling research instruments.

Determine the research time

In the first cycle, the researcher made an agreement with the class teacher. The aim is to determine the teacher's teaching schedule with the researcher's schedule. It is hoped that later there will be no misunderstandings in carrying out tasks between teachers and researchers. After getting an agreement, learning at the first meeting will be held on Monday, September 26, 2021, at 08.00-09.30 WIB. Because the class is limited, so it is used interchangeably with class 3. While the second meeting will be held on Wednesday 27 September 2021 at 08.00-09.30 WIB the same as the first meeting.

Prepare RPP (Learning Implementation Plan)

Researchers compiled lesson plans containing: competency standards, basic competencies, indicators, learning objectives, learning activities, subject matter, learning media and tools, learning resources. In detail it can be described as follows;

Competency standards

The competency standard used is the competency standard 1. Appreciating various historical heritages and figures on a national scale during the Hindu-Buddhist and Islamic times, the diversity of natural and ethnic appearances, as well as economic activities in Indonesia

Basic competencies

The basic competencies that must be achieved by students are basic competencies 1.5. Get to know the types of businesses and economic activities in Indonesia.

Indicators

The indicators that must be mastered by students consist of three aspects, namely; cognitive, affective, and psychomotor. In detail, it can be described as follows;
Cognitive consists of six main indicators that must be mastered by students. The indicator starts from the lowest level to the highest level. The goal is to make it easier for students to understand the process of solving social problems. The indicators are; mention examples of types of business and economic activities, 2) explain the definition of social problems, 3) express opinions about forms of social problems related to business and economic activities, 4) investigate the factors that cause social problems related to business and economic activities , 5) describes how to solve social problems related to business and economic activities, 6) criticizes the obstacles in overcoming social problems related to business and economic activities.
Affective consists of two skills, the first is character skills and the second is social skills. Character skills are: 1) working with friends in a group, 2) being precise in answering the questions given by the teacher, 3) being careful in answering questions, being active in group assignments, 5) being disciplined in participating in learning activities. While the social skills are: 1) being active in expressing opinions, 2) actively asking things that are not understood, 3) being a good listener.
The affective is reading the results of the discussion in front of the class.
1. Learning objectives are determined based on the learning indicators to be achieved.
2. Learning activities are arranged by researchers according to the syntax of the social inquiry learning model that leads to skills in solving social problems. In learning activities, it contains the sequence or stages of all teacher activities from the introduction to closing the learning activities and student activities when participating in the learning process. From the harmony between teachers and students, problem solving skills will be achieved.
3. The main material used is about social problems related to business and economic activities.
4. The media used in this study used pictures about social problems, while the tools used were markers, erasers, and blackboards.

5. Learning resources used are pictures, student books, and the environment around students related to social problems.

Prepare Student Activity Sheets (LKS)

In compiling this worksheet, the researchers adjusted it to the learning material that would be mastered by students. The LKS contains pictures of social problems followed by illustrations or a few descriptions to make it easier for students to understand the pictures. Followed by questions that lead to problem solving skills. The questions are arranged from easy to difficult levels.

The goal is to train students from each stage correctly in solving social problems. This worksheet will be done by students in groups. Students will learn how to solve a social problem with other people. In the process, students will practice proposing opinions, respecting the opinions of others, cooperation, etc. So that it is expected to develop all the potential of students.

Compile an assessment sheet In compiling this assessment sheet, the researcher also considers the suitability and feasibility of the material presented. It contains questions that require descriptive answers.

The problems are arranged from an easy level to a difficult level. These questions lead to skills in solving social problems. This assessment sheet will be done individually by students. This is done to determine the ability of each student in solving social problems.

Develop research instruments

Based on the problem formulation that has been prepared previously, this research focuses on describing teacher activities, student activities, and improving student problem solving skills, as well as student responses to the learning that has been carried out by the teacher. In detail will be explained as follows;

Teacher activity observation sheet

This teacher activity observation sheet is prepared to find out all teacher activities in learning. This instrument is adapted to the syntax of the social inquiry learning model. The activities of the teacher from opening the lesson to closing the lesson will be observed without exception. This teacher activity observation sheet consists of aspects in the learning process, assessment rubrics and scores. In it there are 17 aspects from the beginning of learning to the end of learning. Each aspect will contain an assessment rubric. Where in one aspect there is a range of values 0-4. The teacher will get a value of 4 if all rubrics are carried out, get a value of 3 if 3 rubrics are carried out, get a value of 2 if 2 rubrics are carried out, and get a value of 1 if 1 rubric is carried out , and get a value of 0 if no rubric is carried out at all.

Student activity observation sheet

This student activity sheet is prepared to determine the extent of student activity in learning. All student activities during the learning process will be recorded according to the specified instrument. This instrument consists of; aspects, indicators, and scores. Each consists of 14 aspects, one aspect contains 4 indicators and will be continued with an assessment in the score column. These aspects include; 1) listening to the teacher's explanation, 2) proposing opinions, 3) answering questions, 4) working in groups, 5) analyzing problems, 6) formulating problems, 7) making hypotheses, 8) collecting evidence and facts, 9) testing hypotheses , 10) solve problems and conclusions, 11) evaluate the results of problem solving, 12) present the results of group work, 13) conclude learning, 14) work on the evaluation sheet. Where in one aspect there is a range of values 0-4. Students will get a value of 4 if all rubrics are carried out, get a value of 3 if 3 rubrics are carried out, get a value of 2 if 2 rubrics are carried out, and get a value of 1 if 1 rubric is carried out, and get a value of 0 if no rubric is carried out at all.

**Problem solving skills improvement sheet.**

This problem-solving skill improvement sheet is prepared to determine the student's ability to solve problems. This instrument sheet is made based on the steps in solving the problem. To solve a problem, the process will be adjusted to the social inquiry learning model. In the instrument there are aspects, indicators, and scores. These aspects are 1) understanding the problem, 2) problem solving strategies, 3) exploring solutions, 4) evaluation. Where in one aspect there is a range of values 0-4. Students will get a value of 4 if all rubrics are carried out, get a

value of 3 if 3 rubrics are carried out, get a value of 2 if 2 rubrics are carried out, and get a value of 1 if 1 rubric is carried out, and get a value of 0 if no rubric is carried out at all.

Teacher activity

      The teacher's activities in teaching will be observed by the observer. Teacher observation activities start from the opening of the lesson until the lesson is finished. This observation uses observation guidelines that have been determined by previous researchers. To find out the results can be seen in the table below:

Figure 1.

Results of Observation of Teacher Activity Cycle I
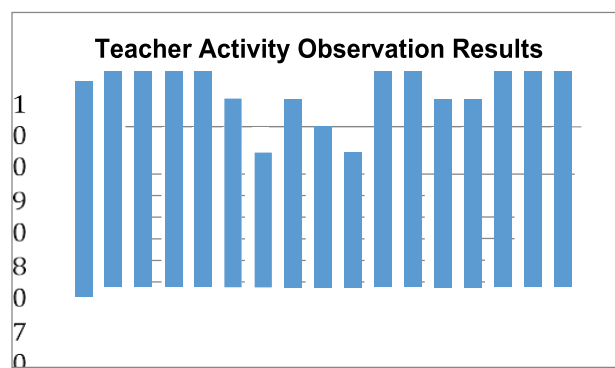
      If seen in graph 4.1, aspect (1) opens the lesson, at this stage the teacher gets a score of 100%. All rubrics can be implemented, the teacher conditions students, starting with greetings and prayers, and conditions students to be ready to start learning. The teacher tries his best so that the learning can run smoothly. However, there are some students who are difficult to be conditioned. This affects the concentration of other students.

      Aspect (2) provides apperception, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics can be implemented. The teacher tries to explore students' prior knowledge with some questions orally that lead to solving social problems. From the apperception activity, it was seen that many students raised their hands to give their opinions. This makes the class atmosphere excited and competing in expressing their respective opinions.

Aspect (3) conveys the learning objectives, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics in conveying learning objectives can be implemented. The teacher conveys the learning objectives that must be mastered by students orally per point according to what is contained in the lesson plan. In conveying the learning objectives, the students sitting in the back looked busy. This is because students play alone with their classmates. However, this can be conditioned by the teacher by giving a warning.

      Aspect (4) makes a learning contract, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics in this stage can be conveyed all. The teacher conveys orally in a point-by-point order, so that students can easily understand what will be done when learning takes place. At this stage the teacher is quite short and clear in conveying it. The goalists that the time used in this stage is not much. So that later it can reduce the time at other stages.

      Aspect (5) explains the material, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics from explaining the material can all be implemented. After students understand about social problems, the teacher immediately gives examples of solving social problems. The teacher shows some pictures that contain about social problems. The teacher selects an example problem, and then shows students how to identify the problem, how to formulate a problem, how to create a hypothesis, how to collect evidence and facts, and how to determine the most appropriate problem solving. The teacher wrote them sequentially on the blackboard. From here, many students ask questions, because this is the first time they have solved a problem.

      Aspect (6) forms a group, at this stage the teacher gets a score of 87.5% with a very high predicate. From this aspect there is a drawback that is not carried out by the teacher, namely the teacher has a bit of difficulty in conditioning the students. Because the teacher has not finished giving orders to the students, but the students are already noisy themselves in determining the group. Finally, the teacher gave directions so that the students were calm. After that, the teacher

immediately mentions the group members from each group.

Aspect (7) guides students to analyze the problem, at this stage the teacher gets a score of 62.5% with a high predicate. At this stage the teacher has not guided students to find the characteristics of the problem. However, the teacher has given directions on how to do it. Note few students understand from the teacher's explanation. Even so, there are still members who don't understand. This is what makes teachers have to come to groups evenly.

Aspect (8) guides students to formulate problems, at this stage the teacher gets a score of 87.5% with a very high predicate. There is a shortage experienced by the teacher at this stage, namely the teacher has not asked students to record important things from the teacher's explanation. Even so, most of the students when asked had understood a lot. From this activity, there were still some problem formulations made by students that did not lead to problem solving. Finally, the teacher provides guidance by visiting one by one from each group.

Aspect (9) guides students to make hypotheses, at this stage the teacher gets a score of 75% with a high predicate. At this stage the teacher does not pay attention to whether the students have understood or not. The teacher has not given students the opportunity to ask questions about things they do not understand. Finally, the students' answers become sober that they do not lead to the formulation of the problems that have been made previously.

Aspect (10) guides students to collect facts and evidence, at this stage the teacher gets a score of 62.5% with a high predicate. Teachers have difficulty in conditioning students, because students are looking for data outside the classroom. There were several members from each group who did not actually look for data but played alone with other students. In addition, teachers find it difficult to get students to come to class, because they have to come group by group.

Aspect (11) guides students to test hypotheses, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics from this stage can be carried out by the teacher. The teacher asks students to pay attention to the results of the data obtained. Then ask to compare it with the hypothesis that has been prepared by students. From this activity there are some students who are lazy to correct the hypothesis that is still wrong.

Aspect (12) guides students to determine the most appropriate problem solving, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics from this stage can be carried out by the teacher. The teacher provides illustrations to facilitate students' understanding in determining the solution. Then give direction to students to determine for themselves the most appropriate solution. The teacher conveys orally in a voice that is quite clear and can be understood by all students.

Aspect (13) guides students to convey the results of group performance, at this stage the teacher gets a score of 87.5% with a very high predicate. In this case, the teacher becomes the moderator of the presentation process per group. However, there are some groups that are not progressing without paying attention to the groups that are progressing. actually busy alone with his friends. With the teacher's efforts to condition students, students finally pay attention to the presentation.

Aspect (14) guides students to conclude learning, at this stage the teacher gets a score of 87.5% with a very high predicate. At this stage the teacher does not provide opportunities for students equally to provide conclusions. Only a few students expressed their opinion. This is because the available time is very limited, thus requiring the teacher to adjust to the circumstances.

Aspect (15) provides reinforcement, at this stage the teacher gets a score of 100% with a very high predicate. The teacher provides reinforcement with a fairly loud and clear sura which is described in a coherent manner point by point. This makes it easier for students to understand the material that students have learned. In this stage the teacher tests students' understanding with questions that lead to learning outcomes, and students are able to answer them.

Aspect (16) gives an assignment as a follow-up, at this stage the teacher gets a score of 100% with a very high predicate. All rubrics from this stage the teacher can carry out all of them. The teacher gives direction to students to observe social problems that exist in their environment. Then ask students to think about how to solve it. From here, students note the important things from the teacher's explanation.

Aspect (17) provides learning, at this stage the teacher gets a score of 100% with a very high predicate. All aspects of closing the lesson can be done by the teacher. The teacher motivates students to study hard. Then ask the students to pray together led by the class leader, and continue with prayer.

The lowest aspects are shown in analyzing problems, making hypotheses, and gathering evidence and facts. However, the aspect with the lowest percentage is at the stage of analyzing the problem and gathering evidence and facts. This is due to several factors, including students who are not accustomed to analyzing problems, students have not been able to identify the characteristics, types, and types of problems to be solved. The second factor is because students are not used to thinking more deeply, meaning that students do not have the ability to think about a problem thoroughly about the elements, impacts and consequences of the problem itself.

Based on the table, all aspects of teacher activities have been carried out. The success of teachers in teaching reaches 90%, gets a very high predicate. The teacher has said to be successful, because the learning has exceeded 80% according to the predetermined target. Although the teacher's activities have been said to have been successful, the garu has to improve the quality of its learning because there are some aspects that are still low and need to be improved.
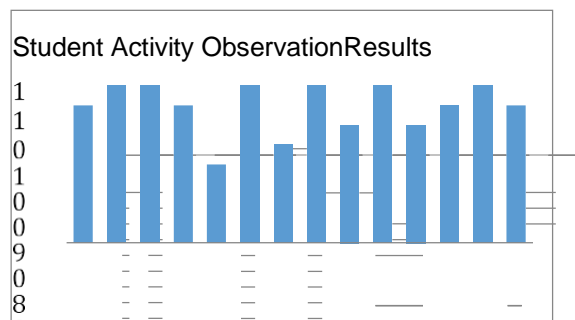
Student activities

The results of observing student activities can be seen in the following table:

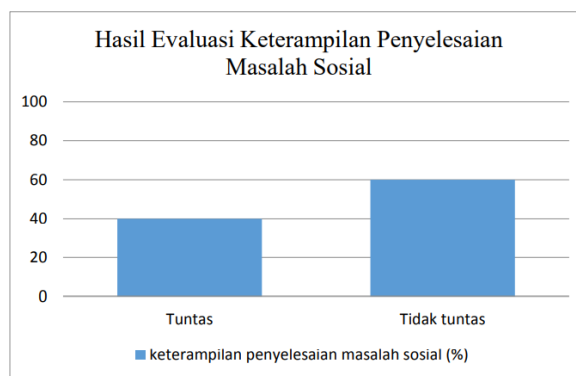**Table 2.** Result of Observation of Student Activity Cycle I

No	Aspects Observed	Score			
		O1	O2	RT	%
1.	Listen to the teacher's explanation	4	3	3.5	87.5
2.	Propose an opinion	4	4	4	100
3.	Answer the question	4	4	4	100
4.	Working in groups	4	3	3.5	87.5
5.	Analyze the problem	2	2	2	50
6.	Formulate the problem	4	4	4	100
7.	Making a hypothesis	3	2	2.5	62.5
8.	Gather evidence and facts	4	4	4	100
9.	Test the hypothesis	3	3	3	75
10.	Solving problems and conclusions	4	4	4	100
11.	Evaluating the results of problem solving	3	3	3	75
12.	Presenting the results of group work	4	3	3.5	87.5
13.	Concluding learning	4	4	4	100
14.	Working on the evaluation sheet	4	3	3.5	87.5
	Final scores	51	46	42.5	1212.5
	Average	3.6	3.2	3	75.8

The percentage of student activity in learning activities with the social inquiry learning model can be seen in graph 2 below :

Graphics 2. Result of Observation of Student Activity Cycle I

Student Activity ObservationResults

Graphics 3. Results of Evaluation of Student Problem Solving Skills Cycle I

Hasil Evaluasi Keterampilan Penyelesaian Masalah Sosial

keterampilan penyelesaian masalah sosial (%)

Based on the tables and graphs the results of the student evaluations reached 40% of students who completed, while students who had not completed reached 60 percent. Classically, learning has not been said to be successful because it has not reached the target of 80% of what has been determined. Therefore, researchers need to evaluate and then correct deficiencies in further learning.

Results of the implementation of cycle II
Planning
1. Analyze curriculum
   In conducting curriculum analysis in cycle II, the researcher coordinated and consulted with the fifth grade teacher at SD IT Nurul Ikhwan Pantai Cermin. The activity of conducting curriculum analysis is expected to facilitate the task of a researcher in terms of providing understanding and skills to students. So, everything that could hinder this research can be minimized as early as possible.
2. Develop lesson plans
   After the researchers conducted a curriculum analysis, the researchers then developed it in the form of a lesson plan. The contents include: research time, preparing lesson plans, compiling student activity sheets, assessment sheets, and compiling research instruments.

Determine the research time
In cycle II, the researcher made an agreement with the class teacher. After getting an agreement, learning at the first meeting was held on Monday, December 2, 2020, at 08.00-09.30 WIB. Because the class is limited, so it is used interchangeably with class 3.
Meanwhile, the second meeting will be held on Saturday, December 4, 2021, at 08.00-09.30 WIB, the same as the first meeting.

Prepare RPP (Learning Implementation Plan)

Researchers compiled lesson plans containing: competency standards, basic competencies, indicators, learning objectives, learning activities, subject matter, learning media and tools, learning resources. In detail it can be described as follows;

1. Competency standards
   The competency standards used are competency standards 1. Appreciate various heritages and historical figures on a national scale during the Hindu-Buddhist and Islamic times, the diversity of natural features and ethnic groups, as well as economic activities in Indonesia
2. Basic competencies
   The basic competencies that must be achieved by students are basic competencies 1.5. Get to know the types of businesses and economic activities in Indonesia.
3. Indicators
   The indicators that must be mastered by students consist of three aspects, namely; cognitive, affective, and psychomotor. In detail, it can be described as follows;

In this second cycle the indicators that were previously numbered 6 were reduced to 4. The indicators are;

1. express opinions on forms of social problems related to business and economic activities,
2. investigate the factors that cause social problems related to business and economic activities,
3. describe how to solve social problems related to business and economic activities,
4. criticize the obstacles in overcoming social problems related to business and economic activities.

Affective consists of two skills, the first is character skills and the second is social skills.
Character skills are:
1)   working with friends in a group, 2) being precise in answering the questions given by the teacher, 3) being careful in answering questions, 4) being active in group assignments,
5) being disciplined in participating in learning activities. While the social skills are: 1) being active in expressing opinions, 2) actively asking things that are not understood, 3) being a good listener. Affective that is, reading the results of the discussion in front of the class.

1. Learning objectives are determined based on the learning indicators to be achieved.
2. Learning activities are arranged by researchers according to the syntax of the social inquiry learning model that leads to skills in solving social problems. In learning activities, it contains the sequence or stages of all teacher activities from the introduction to closing the learning activities and student activities when participating in the learning process. From the harmony between teachers and students, problem solving skills will be achieved.
3. The main material used is about social problems related to business and economic activities.
4. The media used in this study uses media images about social problems. According to the results of the reflection cycle I, the media writing was raised so that all students could see it. Meanwhile, the tools used were markers, erasers, and whiteboards.
5. Learning resources used are pictures, student books, and the environment around students related to social problems.

Prepare Student Activity Sheets (LKS)

In compiling this worksheet, the researchers adjusted it to the learning material that would be mastered by students. The LKS contains pictures of social problems followed by illustrations or a few descriptions to make it easier for students to understand the pictures. Followed by questions that lead to problem solving skills. The questions are arranged from easy to difficult levels. The goal is to train students from each stage correctly in solving social problems. This worksheet will be done by students in groups.
Students will learn how to solve a social problem with other people. In the process, students will practice proposing opinions, respecting the opinions of others, cooperation, etc. So that it is expected to develop all the potential of students.
Implementation

After the preparation stage has been completed, the next stage is implementation. At this stage the researcher will carry out research in the classroom by being observed by two observers. Researchers will conduct learning according to the syntax of the social inquiry learning model.

Starting with the opening, explaining the material, giving examples to students on how to solve problems, forming groups, guiding students to understand the problem, guiding students to formulate problems, guiding students to make hypotheses, guiding students to collect evidence and facts, guiding students to test hypotheses, and conclusions. Each cycle has two meetings, for cycle 2, the first meeting discussed orientation, formulating problems and formulating hypotheses. Observations

During the implementation of the research, it was followed by observation activities by two people. These observations include teacher activities in teaching and student activities in participating in learning. To make observations, the researcher was assisted by a fifth grade teacher at SD IT Nurul Ikhwan Pantai Cermin. Observers make observations according to the observation sheet guidelines that have been prepared by previous researchers. The results of the observations will be described more clearly as follows:

Teacher activities

The teacher's activities in teaching will be observed by the observer. Teacher observation activities start from the opening of the lesson until the lesson is finished. This observation uses

observation guidelines that have been determined by previous researchers. To find out the results can be seen in the table below.

Graphics 4. Cycle II Teacher Activity Observation Results
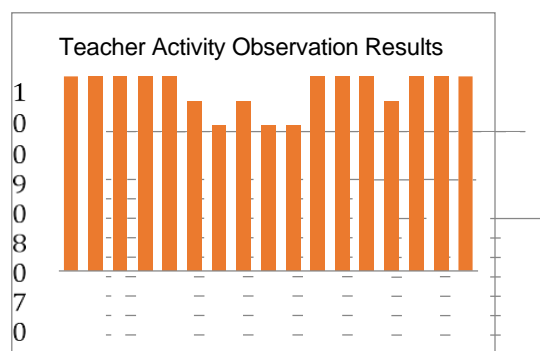
These results indicate that the lowest score on student activity lies in the aspect of analyzing the problem. This low student activity is caused by the lack of students' knowledge of social problems. This is because students are less able to read information in both print and electronic media. From the graph it is known that all aspects of student activity have been achieved. The percentage of completeness reached 91% with the predicate of success (very high). Although this achievement received a high predicate, student activities need to be improved and improved again in the next cycle. This is because there are aspects whose scores are still low.

4. CONCLUSION

From the formulation of the problem that has been determined previously, that this study aims to describe teacher activities in teaching using the social inquiry learning model, describe student activities in participating in learning activities, describe improving student skills in solving social problems, and describe student responses to learning. Clearly the results of this study can be concluded as follows. The teacher's activity in teaching using the social inquiry learning model showed increasing results. The activity with the highest score lies in the aspect of guiding students to analyze problems, guiding students to collect facts and evidence, and guiding students to determine problem solving. Student activity in following the learning carried out by the teacher with the social inquiry learning model showed increasing results. The aspect of student activity with the highest score lies in formulating problems, gathering evidence and facts, and concluding lessons. Students' skills in solving social problems showed improved results. The aspect of student skills with the highest scores is formulating a settlement strategy and evaluating the results of solving social problems. Student responses to the teacher's learning through the social inquiry learning model showed good results. The highest response was that students felt happy to follow the lesson, felt happy to express opinions, felt happy to explore social problems and determine

solutions, and felt easy to understand the material. Students' skills in solving social problems showed improved results. The aspect of student skills with the highest scores is formulating a settlement strategy and evaluating the results of solving social problems. Student responses to the teacher's learning through the social inquiry learning model showed good results. The highest response was that students felt happy to follow the lesson, felt happy to express opinions, felt happy to explore social problems and determine solutions, and felt easy to understand the material. Students' skills in solving social problems showed improved results. The aspect of student skills with the highest scores is formulating a settlement strategy and evaluating the results of solving social problems. Student responses to the teacher's learning through the social inquiry learning model showed good results. The highest response was that students felt happy to follow the lesson, felt happy to express opinions, felt happy to explore social problems and determine solutions, and felt easy to understand the material.

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