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TEACHER'S ABILITY TO MANAGE CIVICS EDUCATION GUIDED ON INQUIRY LEARNING IMPROVING STUDENT ABILITY AT GRADE V IN PRIMARY SCHOOL NO 030293, LAE HOLE DAIRI, INDONESIA

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ABSTRACT: *Guided inquiry learning model is a learning model that most of the planning arranged by the teacher and students are given guidance in the form of steering questions so that they can guide them in solving problems. Students' activities in the guided inquiry learning model are emphasized by the discussion related to the steering questions given by the teacher. This steering question is needed so that students can understand the problems raised, formulate hypotheses, assemble experiments, analyze data and make conclusions from the learning done. The ability of teachers to manage learning using guided inquiry learning after passing the trial, the value of the teacher's ability to manage learning is at the limit of successful learning including the very good category, namely the application of learning is achieved if SR ≥ 80% is 96%.*

KEYWORDS: Teacher's Ability, Civics Education, Inquiry Learning, Ability

INTRODUCTION

The guidance carried out by the teacher is not carried out continuously, but until students can carry out their activities independently. By applying the guided inquiry learning model, striving for the formation of interesting and fun learning for students and improving the quality of Civics learning and can improve students' understanding in Civics learning materials. According to *Sudjana* (2008: 154) the inquiry approach is a teaching approach that seeks to lay the foundation and develop scientific thinking. This approach places students more self-learning, develops creativity in solving problems. This is in line with the opinion of *Sanjaya* (2014: 71) stating that teachers should apply the inquiry approach because of the inquiry approach: (1) it is possible to develop active student learning, (2) the knowledge found by itself through the inquiry approach will truly be mastered, (3) students can master one scientific method that is very useful in their lives, (4) students are accustomed to thinking analytically and trying to solve problems that will be transferred in the life of society. This is in line with the results of research conducted by *Ikhsan*, et al (2016), which was obtained in the inquiry journal with the title: "Development of Guided Inquiry Module in Human Motion System Material to Improve Student Learning Outcomes" is known that guided inquiry-based Module is effective to improve results student learning compared to classes that use learning books at school class XI MIA *Wera* 1 State High School *Bima* Regency West Nusa Tenggara.

Other studies are also in line with the results of research conducted by Meika, et al (2016), which was obtained in the inquiry journal also with the title: "Development of inquiry based lesson modules to improve the dimensions of content in scientific literacy" note that the inquiry lesson contains learning activities that encourage students to analyze , solving problems based on the facts found so that conceptual understanding can be obtained so that students 'learning

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is more meaningful, with an inquiry lesson-based module effective to improve the dimensions of content in students' scientific literacy. Another study also with the results of research conducted by *Mirantika*, et al (2015), was adapted to the Journal of Physics Education FKIP *Unila* with the title: "Development of learning modules of static fluid material with guided inquiry strategies" is known that physics learning modules with guided inquiry strategies on static fluid material has a level of attractiveness with a score of 3.35 (very interesting), a level of convenience with a score of 3.33 (very easy), and the level of benefit with a score of 3.34 (very useful); (3) physics learning module with guided inquiry strategy on static fluid material effective as a physics learning media seen from student learning outcomes, ie 78.00% of students have achieved KKM.Research that applies an inquiry approach to improve the quality of Civics learning is *Nikmatul* (2010) with the title "Improving the Quality of Civics Learning through Inquiry Approach in Students of Class III SDN *Petung 1 District Pasuruan*".

The results of this study can increase student activity, teacher skills, student responses and learning outcomes. Inquiry model is an appropriate learning because it can encourage students to find concepts through discovery, for example in solving problems, reflecting on their work, by drawing conclusions, and producing predictions that make students actively involved in learning through student-centered activities.

LITERATURE REVIEW

Learning and Its Outcomes

Learning as an individual activity is actually individual stimuli sent to him by the environment. Learning is a type of change that is shown in behavioral change, whose circumstances differ from before the individual is in a learning situation and after taking similar actions. Learning is defined as a process of behavior change, due to the interaction of individuals with the environment. Individuals can be said to have experienced the learning process, even though there is only a change in their behavior. These behavioral changes include knowledge, understanding, skills, attitudes, etc. that can or cannot be observed .According to *Siregar (2014: 45)* learning is a mental / psychic activity in active interaction with the environment that results in changes in understanding knowledge, skills and attitudes.

Psychologically, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their needs. Learning is a business process carried out by a person, as a result of his own experience in interaction with his environment *(Slameto, 2003: 3).* In line with the opinion of *Djamarah (2010: 13)* suggests that learning is a series of activities of the soul of the body to obtain a change in behavior as a result of individual experience in interaction with the environment concerning cognitive, affective, and psychomotor. The same thing stated by *Sardiman (2004: 21)* learning will bring a change to individuals who learn. Change is not only related to the addition of knowledge, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, character, and self-adjustment. *Sudijono (2012: 42)* defines Learning as a change in behavior in an individual thanks to the interaction between individuals and individuals and individuals with the environment so that they are better able to interact with their environment. *Sudjana (2008: 51)* states that learning is a process that is characterized by changes in a person.

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Change as a result of the learning process can be demonstrated in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, skills, habits and changes in other aspects of individual learning. Similar thing was expressed *by Djamarah* (2010: 12) formulating learning as a process in which behavior is generated or changed through practice or experience. Therefore, learning takes place actively and *integratively* by using various forms of action to achieve goals. While *Hamalik (2014: 27),* learning is a modification or reinforcing behavior through experience. Learning is also a form of growth and change in a person expressed in new ways of behavior as a result of experience. Learning is an earnest effort, systematically, utilizing all the potential possessed by physical, mental, five senses, brain or other body members, as well as mental aspects such as intelligence, talent, interests, and so on. Learning is a business process that is carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment.

Based on several theories above it can be concluded that learning is a change in behavior in a person and includes everything that is thought and done. Learning plays an important role in development, habits, attitudes, beliefs, goals, personality, and even human perception. Learning can be done by anyone, both children, teenagers, adults, and parents, and will last a lifetime. In education, school learning is the main activity that must be carried out. Educational objectives will be achieved if the learning process in a school can take place well, namely the learning process that involves students actively in the learning process. Learning outcomes are abilities acquired by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills of students so that it becomes better than before. Learning outcomes are essentially changes in a person's behavior that includes cognitive, affective, and psychomotor abilities after following a particular teaching and learning process.

Education and teaching are said to be successful if the changes that appear to students are a result of the teaching and learning process they experience, namely the process that they take through programs and activities designed and implemented by the teacher in the teaching process. According to *Dimyati and Mudjiono (2006: 3*) learning outcomes are the result of an interaction between learning and teaching. Learning outcomes are realization or expansion of potential abilities or capacities possessed by a person. While learning outcomes according to *Arikunto (2006: 63*) as a result that has been achieved by someone after experiencing the learning process by first conducting an evaluation of the learning process carried out.

Teacher's Ability to Manage Learning

In line with the challenges of life today requires teachers to improve their ability to develop creative and dynamic learning processes and improve their professionalism. Teaching is an effort to achieve learning goals so that management of learning is related to creating and maintaining classroom conditions so that learning can take place effectively and efficiently. The inability of the teacher to manage the class, resulting in the teacher failing to achieve the learning objectives, this can be seen from the learning process not in accordance with the limits and standards that have been determined.

The teacher has the competence in managing learning especially in creating an attractive learning atmosphere in accordance with the role he has. *Sanjaya (*2014: 21) said that the role of teachers is: (1) teachers as learning resources; (2) teachers as facilitators; (3) the teacher as manager; (4) teacher as demonstrator; (5) teachers as mentors; (6) teachers as motivators; and (7) teachers as evaluators. The ability of teachers in learning managers must have basic skills,

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so that teachers can carry out their roles in the management of the learning process, so that learning can run effectively and efficiently. Besides that the basic skills that must be owned by the teacher is an absolute requirement so that teachers can apply various learning models and strategies. *Sanjaya* (2014: 33) explains that the basic skills that teachers must possess include: (1) questioning skills; (2) the skills to provide reinforcement in the form of words, praise, awards and sign language; (3) the skill of stimulus variation that is to keep learning not boring and attract students' attention, showing high anti-age attitudes and students still active citizenship in learning; (4) the skills of opening and closing learning are learning activities to create preconditions for students so that mental and attention are focused on the experiences presented; and (5) classroom management skills include the ability of the teacher to create and maintain optimal learning conditions and restore the condition if an interruption occurs.

Guided Inquiry Learning

Inquiry is in English an inquiry, meaning question, or examination, investigation (*Gulo, 2004: 84*). Some opinions about inquiry learning models, among others, according to *Rusman (2012: 123*) inquiry learning model is a model that emphasizes learning experiences that encourage students to find concepts and principles. Furthermore, *Sumantri (1999: 164*) states that the inquiry learning model is a way of presenting lessons that provide opportunities for students to find information with or without the help of teachers. Inquiry learning model is a learning process that provides opportunities for students to test and interpret problems systematically which provide conclusions based on evidence. Further said the learning model is a process of obtaining and obtaining information by conducting observations and or experiments to find answers or solve problems with questions or problem formulations by using critical and logical thinking abilities. Inquiry learning model or approach is one form of student-centered approach. The main characteristic possessed by the inquiry approach is to emphasize to students' activities maximally to search and find (placing students as subjects of learning), all activities carried out by students are directed to find and find their own answers from something questionable so that they are expected to foster self-confidence and develop the ability to think systematically, logically, and critically or develop intellectual abilities as part of mental processes (*Sanjaya, 2006: 196).* Understanding Inquiry learning model is defined as a learning process based on search and discovery through a systematic process of thinking. Knowledge is not a number of facts that result from remembering, but results from the process of finding yourself. Learning is basically a mental process that does not occur mechanically.

It is through this mental process that students are expected to develop fully intellectually, mentally, emotionally and personally. Therefore, in the learning planning process, the teacher is not preparing a number of materials that must be memorized, but designing learning that allows students to find their own material that must be understood. Learning is the process of facilitating discovery activities so that students gain knowledge and skills through their own discoveries (not results considering a number of facts). Based on the description above, it can be concluded that the inquiry learning model is a series of learning activities that involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their findings with confidence. Students are guided to be able to learn independently and in groups so that they can construct their own knowledge. The main targets for the application of the Inquiry Learning Model in teaching activities are as follows. 1) The maximum involvement of students in the process of learning activities. The learning activities here are intellectual and social emotional mental activities, 2) the logical activity of the

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activities in a logical and systematic manner for the purpose of teaching, 3) developing an attitude of self-belief in students about what is found in the inquiry process.

To develop a strategy that is focused on the target, it is necessary to pay attention to the conditions that allow students to be able to move optimally. *Gulo*, (2004: 85) suggests general conditions which are a condition for the emergence of inquiry activities for students. These conditions include the following.

a. Social aspects in the classroom and an open atmosphere that invites students to discuss. This requires a free (permissive) atmosphere in the classroom, where each student does not feel any pressure or obstacles to expressing their opinions.

b. Inquiry focuses on hypotheses. Students need to realize that basically all knowledge is tentative. There is no absolute truth. The truth is always temporary. Attitudes toward such knowledge need to be developed.

c. The use of facts as evidence. In class the validity and reliability of facts are discussed as required in testing hypotheses in general.

METHODS OF THE RESEARCH

Types of Research

This research is a developmental research. This development research is carried out to produce learning tools which will then be tested in class. Learning tools developed are a means of learning citizenship in grade V grade citizenship material with guided inquiry learning. Development of learning tools in the form of Citizenship Module.

Place and Time of Research

This research was carried out in class V *SD Negeri 030293 Lae Hole Dairi* even semester 2017/2018 school year. The reason researchers chose this school, because similar studies had never been carried out at the school. Furthermore, citizenship learning at SD 030293 *Lae Hole Dair*i uses inquiry learning model which is a series of learning activities that involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence. By developing a learning module which is a teaching material that is compiled systematically and interestingly which includes the contents of the material, methods and evaluations that can be used independently such as program packages for learning purposes. Learning outcomes are students' abilities after receiving their learning experience. These abilities include cognitive, affective, and psychomotor aspects so far are still low. The low student learning outcomes due to the learning applied by the teacher is still conventional with teacher-dominated learning, passive students and always waiting for the teacher's instructions, student interaction with students and teachers is rare. Time of data collection starts from February to April 2018.

Research Subjects and Research Object

Subjects in this study were class VA, VB and VC students of Public Elementary School 030293 *Lae Hole Dairi* which amounted to 38 people each. The following will detail the number of Class V students of SD 030293 *Lae Hole Dairi* in this study as in table 1 below.

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Table 1: Data of Class V Students of Public Elementary School 030293 *Lae Hole Dairi*

Class	Man	Woman	Total
VA	**17**	**21**	**38 people**
VB	**16**	**22**	**38 people**
VC	**18**	**20**	**38 people**
Total	**51**	**63**	**114 people**

As an object in this study is a civics learning tool in the form of a Citizenship Module which is guided inquiry with a VC class validation test class, while a module development test class is conducted in VA and VB classes.

Research Procedures and Design

This research is divided into two stages, namely the first stage is the development of learning tools. Development of learning tools that include the validity of the Citizenship Module. The first phase of this research is also called the Front-end Analysis which is intended to analyze and determine the competencies that students must possess by considering the applicable curriculum and the Citizenship module developed by the researcher. Then followed by the application of guided inquiry learning strategies. Through justification, analysis and evaluation of education experts and teachers in the field of study. Data for phase I of this study were obtained from various measurement techniques, such as field observations, documentation of learning outcomes. Competency analysis in the applicable curriculum and adjusted to documentation data about learning outcomes which is an important aspect in developing the Citizenship module and the application of guided inquiry learning strategies. To see the validated Citizenship module education experts and school teachers will be involved in the preparation of the Citizenship module used in this study. Experienced class teachers are also involved to evaluate the use of this student activity sheet developed. Development of learning tools that include module validity, validity of test instruments. Development of learning tools through: (1) Planning and review by experts, (2) testing of learning tools. This was done to see the feasibility of the learning device and the readability of the Citizenship module developed and the research instruments developed. The second stage is the implementation of learning tools, and research instruments that are considered appropriate based on the results of the trial. Phase II will produce a learning trial model in the form of a Citizenship module book. The development of learning tools in this study refers to the development model of learning devices according to *Thiagarajan* namely the 4-D (four D models) model which consists of 4 stages, namely define, design, develop and stage disseminate. But in this study only includes three stages, namely defining, designing and developing. The dissemination phase was not carried out in this study, considering the results of the development were limited to partner schools, namely SD 030293 *laehole dairi.*

According *Arikunto* (2006: 124) states that "data collection is an important work in a study". Therefore in this study data collection techniques will be described which will be selected in the implementation of the research. Conclusions from the results of the research are expected to be accounted for correctly. The correct conclusion will only be obtained from the correct data collection. The following data collection techniques will be used in this study:

1) Test method

According to *Arifin (2011: 43)* defines the test as "a technique or method used in order to carry out measurement activities, in which there are various questions, statements, or a series of tasks

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that must be done". The tests that will be used in this study are divided into two, namely pre-test and post-test.

Pre-test is a test given to a research subject before learning activities are carried out by applying a developed learning device product. This test aims to see how far the subject has mastered the material.

The post-test is a test given to the research subject after learning activities are carried out by applying a learning device product that has been developed. This test aims to see changes in mastery of the material possessed by the subject of the research after the application of the developed product. From these pre-tests and tests, the effectiveness of the products developed will be seen. Whether the results of the test have increased significantly or not.

2) Questionnaire method

According to *Arikunto (2006: 213)* the questionnaire is a number of written questions used to obtain information from respondents ". This questionnaire is used to see the effectiveness of the product being developed. This questionnaire will be given and filled out by the research subjects in this case the fifth grade students of SD *Negeri 030293 laehole dairi*. This questionnaire is used to obtain the subject's response to the product being developed. The type of questionnaire is a closed type of questionnaire that has a choice of answers "strongly agree, agree, disagree, and strongly disagree.".

3) Observation method

Observation is an activity carried out through observation. The purpose of observations made in this study is to obtain information related to data needed in product development. Observations made are not structured. This observation relies on small notes as a result of data collection needed and things found through sight.

4) Interview method

Interview or often known as interview is an activity carried out through dialogue conducted by the interviewer to obtain information from the interviewee. The interview conducted was an unstructured interview. In the sense that the questions thrown are free questions that have not been prepared beforehand and have no guidelines. This interview was carried out to the fifth grade teacher. This was aimed at obtaining information related to the learning process that took place in class V of *SD Negeri 030293 Laehole Dairi.*

5) Method of documentation

According to *Arikunto (2006: 236)* the method of documentation is "looking for data about things or variables in the form of notes, books, and so on". In this study the documentation method is used to collect facts, the data of the book used as a previous learning source as a study material for product development.

DISCUSSION

The ability of teachers to manage learning using the provided learning tools is measured by the observation sheet ability of teachers to manage learning by observers. Observation data /

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observer assessment on the implementation of learning for the 4 learning plans can be seen in the Appendix. Observation / observation of the teacher's ability to manage the learning process aims to observe all teacher activities that occur in class. Teachers get good grades on aspects of organizing students to learn, guiding individual and group investigations, analyzing and evaluating problem solving, and on closing aspects of the lesson. Then the teacher gets a good score on the aspects of opening the lesson, student orientation on the problem, and on the aspects of developing and presenting the work. The observation results of the teacher's ability to manage learning is carried out during the learning process and the results can be seen in the following Table 2:

Table 2: Teacher's Ability to Manage Learning

Aspects observed	RPP1	RPP2	RPP3	RPP4	mean
Fase-1 Orientation					
a. Inform goals, basic competencies and learning indicators.	4	5	5	5	4.75
b. Motivate students about the use and application of lessons in everyday fields.	5	5	5	5	5
c. Direct students to questions or problems.	4	5	4	5	4.5
d. Ask students to ask questions.	4	5	5	5	4.75
e. Explore the extent to which students' knowledge of prerequisite material.	4	4	4	5	4.25
Fase-2 Formulate a problem					
a. Inform learning methods and shortcomings in previous learning.	4	4	4	5	4.25
b. Convey problems in learning.	4	4	5	5	4.5
c. Divide / prepare teaching materials / modules.	5	5	4	5	4.75
Fase-3 Formulate a hypothesis					
a. Determine the division of the original group.	4	5	4	5	4.5
b. Forming expert groups and facilitating them.	4	5	5	5	4.75
c. Direct students to observe modules.	3	3	3	4	3.25
d. Encourage dialogue with friends.	4	4	4	5	4.25
e. Prepare various alternative solutions to problems.	4	5	4	5	4.5
f. Helping students define and organize learning tasks related to problems.	3	4	3	4	3.5
Fase-4 Collecting data					

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Aspects observed		RPP1	RPP2	RPP3	RPP4	mean
	a. Guiding students to work on problems 1 and 2 contained in the module.	3	4	3	5	3.75
	b. Guiding, observing group work.	3	4	4	5	4
	c. Give motivation and encouragement.	4	4	3	5	4
Fase-5 Test the hypothesis		Phase-5 Test the hypothesis				
	a. Guiding students to make ideas according to their own understanding to give group answers.	3	4	5	5	4.25
	b. Motivate students to present the results of their group work.	5	5	4	5	4.75
	c. Direct each group to provide input and questions to the presentation group.	4	5	4	5	4.5
Fase-6 Formulated conclusion		Phase-6 Formulate conclusions				
	a. Directing to provide conclusions to the group presenting the work of the group.	3	3	4	5	3.75
	b. Give praise to other groups for suggestions and questions to the presentation group.	3	4	4	5	4
	c. Giving direction to all students to make conclusions on the day's lesson.	4	4	4	5	4.25
	Total score					98.75
	Average score percentage	4.29				

From the observations in Table 2, the acquisition value of teacher activity in RPP I for the observation category is still in the good category.

At the first meeting students were active in responding to other group presentations. In addition, the aspect of students in understanding problems, solving problems and drawing conclusions from a concept is still in the sufficient category. Students are no longer passive in solving problems. This happens because students are already working in groups. Students are able to understand what must be done individually, group discussions and presentations of group work at each step of learning. For RPP II, RPP III and RPP IV all values of the observation category are in the very good category and have increased. This may be because the teacher is better at adapting so that the implementation of learning can be carried out well. Because the teacher's activities for each observation category and each meeting are in very good criteria, the learning device does not undergo revision based on observations but is not at the limit of learning

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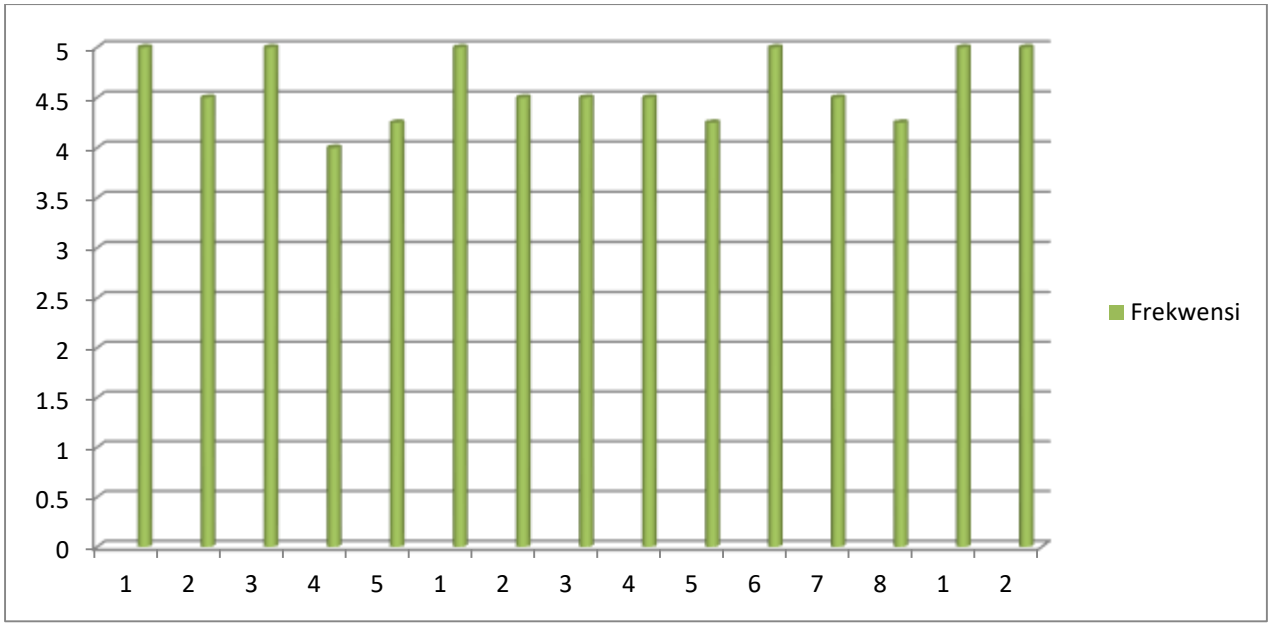
success, namely the implementation of learning is achieved if SR ≥ 80% is 92.33% so that learning is complete. The value of the teacher's ability to manage learning for each stage of learning is presented in Figure 1 below:



Learning Activities

Based on Figure 1 above, it can be seen that the lowest teacher values are in aspects of guiding individual and group investigations and also on aspects of closing lessons. In the aspect of conducting daily activities, the teacher gets a score of 5. The high value is due to the three indicators in that aspect have a high value, especially in the teacher indicator providing scaffolding. This happened because the researcher as a teacher felt that he was giving assistance and direction to each group, so the teacher only gave directions from the front of the class or gave directions to only a few groups. With these conditions, the teacher certainly gets information about the extent to which students are able to solve problems and for students who find it difficult to ask other groups who already understand to solve the problems given. This is what triggers the commotion in the classroom.

When observed from each meeting, the teacher's value in providing scaffolding has a low value in meeting 1. This is very relevant if it is associated with a category of behavior that is not relevant in KBM. In the closing aspect of the lesson, the teacher also got very good grades. In this aspect students have not been able to master what has been learned so that when the teacher invites students to rewrite the concepts that have been learned, the teacher finds only a small number of students are able to make a summary of the concepts that have been learned. So that the teacher is forced to reclaim the essence of the concepts that have been studied. In the aspect of analyzing and evaluating problem solving, the value in this aspect is also caused because the indicator values in this aspect are also high. The best indicator is to help students reflect on solving problems. In this case the researcher as a teacher has been able to know how the results obtained by each group in solving the problem, then direct each student in the group to check again whether the answers found are correct. Overall the average value of the teacher's ability to manage learning is not yet at the limit of the success of learning, namely the application of learning is achieved when SR ≥ 80% so that it can be concluded that the level of teacher's ability to manage learning is very good category.

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CONCLUSION

The ability of teachers to manage learning using guided inquiry learning after passing the trial, the value of the teacher's ability to manage learning is at the limit of successful learning including the very good category, namely the application of learning is achieved if SR ≥ 80% is 96%. In guided inquiry learning where learning interactions occur in accordance with the characteristics of students. Guided inquiry learning emphasizes learning that is based on the characteristics of students and psychologically has a positive impact on the age of students.

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