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LEARNING OUTCOMES IN SCIENCE SUBJECTS THROUGH THE INKURI LEARNING MODEL IN ELEMENTARY SCHOOLS

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Abstract

This research is motivated by the low learning outcomes of elementary school students in science subjects in various regions of Indonesia, this is indicated by the large number of students who have not reached the specified KKM score. This problem is caused by the teacher not building a pleasant learning atmosphere and most students are less active, less motivated in learning and not given extensive opportunities to ask questions and express opinions. In such conditions the inquiry learning model can be a solution, because the inquiry learning model can involve students actively in the learning process. This study aims to examine the application of the inquiry learning model to science learning outcomes in elementary schools. The method used in this study is a Systematic Literature Review (SLR) by analyzing research results that have been published nationally related to the use of inquiry models on science learning outcomes in elementary schools. The sample for the analysis is 20 journal articles that have been published in the 2017-2022 range, from the twenty journals the researcher then analyzes from various aspects, namely: 1) based on the research method used, 2) journal area, 3) application of the inquiry learning model to science material in low and high grade elementary schools, 4) learning materials, 5) steps of inquiry learning model, 6) based on aspects of learning outcomes indicators in journal articles. Based on the results of the analysis of the inquiry learning model it is proven to be able to improve and have a positive effect on student learning outcomes in science subjects. In each journal article that has been analyzed there are differences in the results of the inquiry learning model but overall this study shows the conclusion that the inquiry learning model can improve learning outcomes and has a large influence on science learning outcomes in elementary schools.

Keywords: *Inquiry Learning; Learning Outcomes; Science; Elementary School*

INTRODUCTION

Natural Science Learning (IPA) is learning that learns about everything that happens in nature. In formal education, science subjects began to be applied, especially in elementary schools (SD) which are a vehicle for students to learn themselves and with the surrounding nature. To achieve these goals, science learning needs to be designed as well as possible. Dimyati and Mudjiono (2013: 7) in Tohir & Mashari, (2020), state that learning outcomes are learning behaviors that are usually seen in the changes, habits, skills, attitudes, observations and abilities of students that have been gained from the experiences and exercises that follow them during learning in the form of cognitive, affective, and psychomotor skills. Science Learning Outcomes are the abilities of students after receiving a science learning experience. According to Bloom cited by Yuliani (2017), learning outcomes are abilities acquired by students after receiving learning experiences covering the cognitive, affective, and psychomotor fields. According to Dimyati in Tohir & Mashari (2020), expressing learning outcomes is an activity that seeks to find out the level of success that has been applied. Learning outcomes have 3 domains, including: (1) Cognitive realm, namely intellectual learning outcomes consisting of 6 aspects, including: knowledge, understanding, application, analysis, synthesis, and evaluation; (2) The affective realm, which is what appears to students to behave such as attention to the lesson, discipline, respect for teachers and friends; (3) Psychomotor realm: skills and ability to act after the student has experienced a certain experience.

Based on research studies from various research journals, information was obtained that students' science learning outcomes were low. This is as stated by Nurliani (2018), namely data in grade IV SDN Kadujajar II Tanjungkerta, showing the low level of student mastery of material properties of objects, this is proven by only 5 students or 25% of 20 students who master the material properties of objects; Azizah (2018), at SDN 019 Bumi Ayu, student learning outcomes have not been maximized, as can be seen from the results of the midterm exam, showing an average score of only 61.5 students who reached KKM 50% of 20 students and those who were completed. only 10 people; in another study conducted by Wayan Widiana (2017), that the low learning outcomes of science, namely 10 students out of 20 science tests have not reached the KKM determined by the school, namely 73; furthermore, in Tofan's research (2018), at SDN Inti Tomol, student learning outcomes have not been maximized, namely 25 students from 37 science evaluation tests at SDN Inti Tomoli have not reached KKM; and the last one according to Alinus, Endang

Uliyanti, (2018) at SDN 17 Rantau student learning outcomes are still below the established KKM standards. The low science learning outcomes experienced by students of SDN Negeri 17 Rantau, namely 16 students from 27 science tests at SDN Negeri 17 Rantau have not reached the KKM determined by the school, which is 65.

The problem of low science scores is caused by the low level of mastery of the material experienced by students. According to Rahmad, I. N., & Budiyanti, M (2022), namely: (1) Students are less enthusiastic in following the learning process, (2) Students do not understand the teaching material, (3) Most students are less motivated in learning and are less given wide opportunities to ask questions and express opinions, (4) Teachers do not build a pleasant learning atmosphere, (5) Students are less able to answer questions asked by teachers. The problem of low learning outcomes is not only in the cognitive aspect but also in the affective and psychomotor aspects. As stated by Tofan (2018), student affective learning outcomes have not been maximized at only 58.9% while student psychomotor learning outcomes are only 51.1%; and Damayanti (2018), from the observation of student affective learning outcomes which include responsibility, cooperation, sincerity, and respect for others are still not optimal. It is proven that student affective learning outcomes have not been maximized only 74.50% and student psychomotor learning outcomes are still not optimal only 75.31%, namely less thorough in preparing tools and materials, students lack confidence in concluding observations, students and students are not on time in completing assignments.

Based on a review of the researcher's literature, one of the learning models that is often used to improve science learning outcomes for elementary school students is the inquiry learning model. The inquiry learning model is a learning model that is able to arouse students' enthusiasm for learning. According to Shoimin cited Dahlia (2017), "Inquiry learning is a learning activity in which students are encouraged to learn through their own active involvement with concepts and principles, the teacher encourages students to have experiences and conduct experiments that allow students to discover principles for themselves".

This research is supported by relevant research that shows that the application of the Inquiry learning model can improve science learning outcomes (Halimah 2022); Azizah (2018); Alinus, Endang Uliyanti (2018); Rosmiati (2018); Libarti (2018). This can be seen from the increase in student learning outcomes after students get treatment using an

inquiry model on the content of science learning the results of student activities in the affective and psychomotor aspects of students have increased, (Tofan2018); Azizah (2018). It can be seen from the increase in student learning outcomes after using the inquiry learning model.

Based on this, by reviewing the literature of the inquiry learning model, it can provide great potential in science learning in elementary schools. So researchers are interested in conducting a literature review research with the title "Learning Outcomes in Science Subjects through Inquiry Learning Models in Elementary Schools".

METHOD

This type of research is *Systematic Literature Reviews (SLR*) research, which is a synthesis of literature studies that are systematic, clear, comprehensive, by identifying, analyzing, evaluating through the collection of existing data using the PRIMA *(Prefered Reporting Items For Systematic Reviews and Meta-analyse) method.* Triandini (2019), explained that *Systematic Literature Reviews (SLR)* is a term used to refer to certain research methodologies and developments carried out to collect and evaluate related research on the focus of a particular topic. This study used *Systematic Literature Reviews,* which aims to find out how learning outcomes are described through an inquiry model in elementary schools.

The inclusion criteria used in this study are as follows: 1) research articles published in the last 6 years; 2) research articles using Indonesian; 3) journal articles containing Natural Science (IPA) subjects; 4) the article discusses the inquiry model for science learning outcomes; 5) the subject of research on journal articles, namely elementary schools (SD); 6) the article is not a thesis.

The tools used in conducting this research are in the form of electronic devices such as leptops and cellphones. The research tool is used to find research materials related to the title of the researcher. As for searching journal articles through *Google schoolar* using key kata using the inquiry learning model and Science and Elementary School Learning Outcomes.

The data collection techniques used are: 1) problem identification; 2) search of data according to the specified word kuci; 3) *screening* based on inclusion criteria; 4) *extrasion* and *review* of data the process of reviewing data from previously selected articles.

RESULT

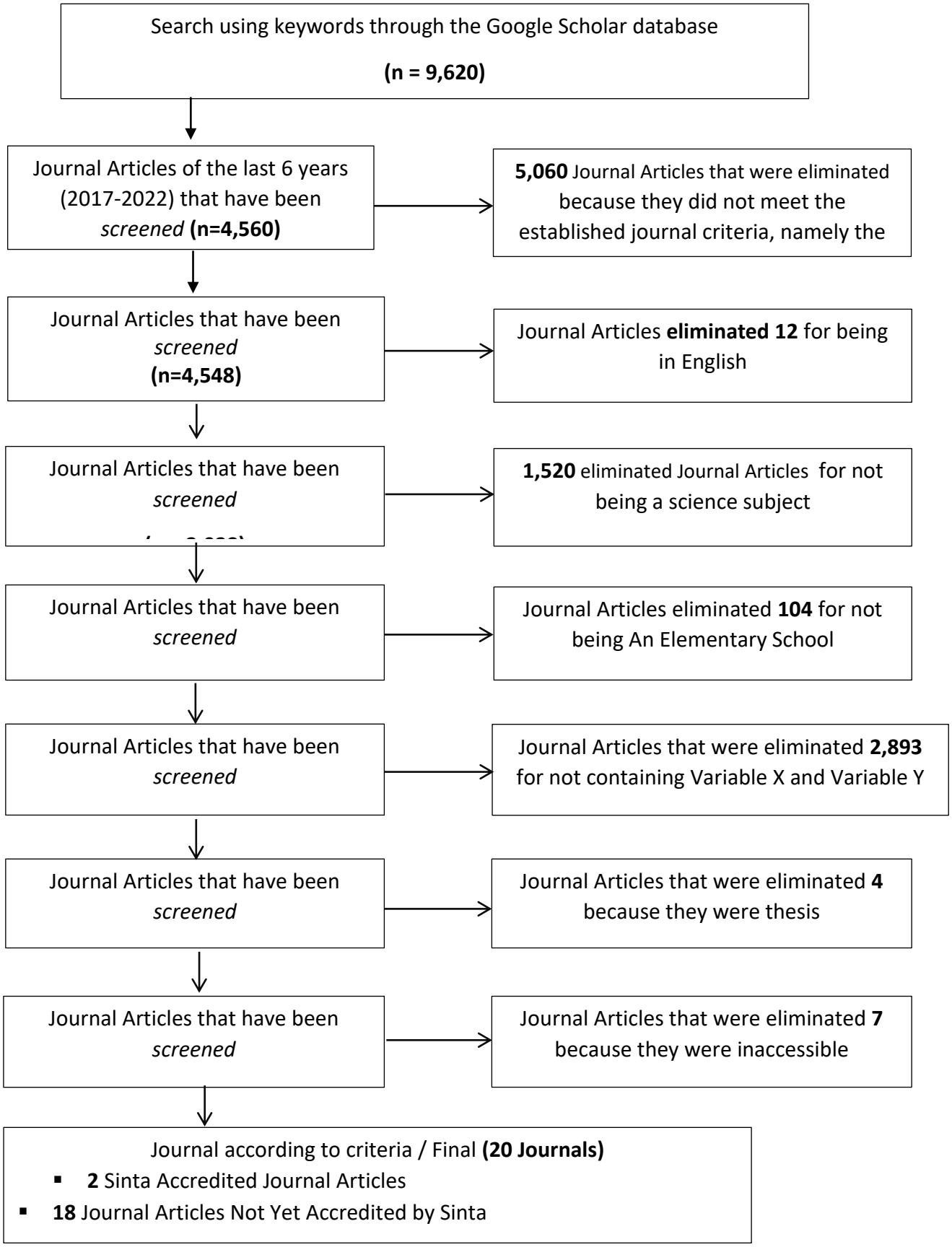

Figure 1 Systematic Literature Review Flow

Table 1. Inclusion Criteria

X	Inquiry Model
Y	Science Learning Outcomes

Table 2. Critical Review of Journal Quality

No.	Criterion	Yes	Not
1	Is the time span for journal research or scientific articles published in the last 6 years (2017-2022)?	✓	
2	Do journals or research articles use Indonesian?	✓	
3	Do journals or articles use Natural Science (IPA) subjects?	✓	
4	Does the title or article relate to the inquiry model of learning outcomes?	✓	
5	Is the subject of research or a journal article about Elementary School (SD)?	✓	
6	Are journal articles not in the form of theses and theses?	✓	

Table 3. Classroom Action Research (PTK)

No	Journal Identity	Percentage of Completion			Increased
		Cycle I	Cycle II	Cycle III	
1.	Nurliani (2018)	66,7 %	84,6 %	95 %	28,3%
2.	Halimah (2022)	77,11%	96,92.%	-	19.81%
3.	Rosmiati (2018)	63,33%	83,33%	-	20%
4.	Wijaya Literature (2020)	53,4%	78,67%	-	25,27%
5.	Azizah (2022)	58%	79%	-	21%
6.	Lusia (2021)	63,71%	80,57%	-	16,86%
7.	Budiyanti (2022)	63,91%	64,13%	77,17%	13,26%

8.	Megawati (2018)	60,7%	82,2%	-	21,5%
9.	Damayanti (2020)	58,00%	91,67%	-	33,67%
10.	Dahlia (2017)	42%	88%	96%	58%
11.	Wayan Widiana (2017)	72,25%	80%	-	7,75%
12.	Uliyanti (2018)	60,37%	65,18%	74,07%	13,7%
13.	Tofan (2018)	62,3%	94,6%.	-	32,3%
14.	Libarti (2018)	79,16%.	87,5%	-	8,34%
15.	Ventri (2021)	57,38	62,13	-	4.75%
	Average Improvement				**20,43%**

Table 4. Quasy Exsperimen Research

No	Journal Identity	*Pre-test*	*Post-test*	Increased
1.	Tifany *et al.,* (2019)	79,11	88,15	9,04
2.	Tohir (2020)	68,15	85,25	17,1
3.	Ratna Sari *et al.,* (2020)	56,67	76,67	20
4.	Famela *et al.,*(2020)	40	80	40
	Average Improvement			**21,535**

Table 5. Pre-Exsperimental Design Research

No	Journal Article Identity	*Pre-test*	*Post-test*	Increased
1.	According to Deby (2018)	63,68	74,37	10,69
	Average increase			10,69

Table 6. Journal Region

Category	N (Amount)	Accreditation	Region
2017	2	-	West Java and Bali
2018	8	-	West Java, Riau, North Sumatra, Central Sulawesi, West Kalimantan.

2019	1	-	Riau
2020	5	2 Sinta Journal 4	Banten, East Java, Lampung, Aceh, and North Sulawesi.
2021	2	-	East Nusa Tenggara and Bengkulu.
2022	2	-	Jambi and West Java.

Table 7. Top Grades

No	Journal Article Identity	Class	Material
1.	Nurliani, E. (2018)	Class IV SDN Kadujajar II Kec. Tanjungkerta, Sumedang Regency	Properties of liquid objects
2.	Wijaya Literature (2020)	Class IV SDN Citerep Kec. Walantaka Kota Serang	The nature of the form of objects
3.	Damayanti, I. (2020)	Class IV SDN Kromong	-
4.	Dahlia (2017)	Class IV SDN Lembursitu Kec. Sumedang Utara Kab. Sumedang	Properties of objects
5.	Wayan Widiana (2017)	Grade IV SD No. 5 Gulingan	Properties and changes in the form of objects
6.	Alinus Endang Uliyanti (2018)	Class IV SD Negeri 17 Rantau, Bengkayang Regency	Changes in the shape of objects
7.	Tofan (2018)	Class IV SDN Inti Tomoli Kec. Toribulu	Changes in the form of substances
8.	Ventri (2021)	Grade IV SDN 56 Kaur	-
9.	Tohir, A.(2020)	Grade IV SDN 27 Tegineng	-
10.	Ratna Sari (2020)	Grade IV SD Negeri Ujong Fatihah	Morphology of plants
11.	Famela Indah Agesy (2020)	Grade IV SD Negeri Rejowinangun I Yogyakarta	-
12.	Halimah (2022)	Class V SD Negeri 13/1 Muara Bulian	Changes in the nature of objects
13.	Rosmiati (2018)	Class V SDN 04 Padang Mutung Kec. Kampar	Properties of light
14.	Azizah (2018)	Class V SDN 019 Bumi Ayu	-

		Kec. Tambang Kab. Kampar	
15.	Megawati (2018)	Class VA SDN 064960 Kec. Medan Polonia	The concept of changing the nature of objects
16.	Deby Sandra (2018)	Class V SD Negeri 41 Pontianak Utara	Changes in the nature of objects
17.	Tifany Hidayat (2019)	Class V SDN 18 Pekanbaru	-

Table 8. Low Grade

No	Journal Article Identity	Class	Material
1.	Lusia Meo (2021)	Grade III SD Inpres Onerkore 5	Energy and its influence in everyday life
2.	Rahmat Budiyanti (2022)	Grade III SDN Sukamaju 3	Changes in the nature of objects
3.	Libarti (2018)	Grade III SD Negeri Sikak Kec. Cerenti, Kuantan Singingi District	-

Table 9. Aspects of Learning Outcomes Indicators

No	Journal Article Identity	Learning Outcomes Indicators taken	Data Collection Techniques
1.	Nurliani (2018)	Cognitive C1-C2	Written test
2.	Halimah (2022)	Cognitive C1-C2	Written test
3.	Rosmiati (2018)	Cognitive C1-C4	Written test
4.	Sasra Wijaya (2020)	Cognitive C1-C3	Written test
5.	Azizah (2020)	Cognitive C1-C2	Written test
6.	Lusia Meo (2021)	Cognitive C1-C3	Written test
7.	Budiyanti (2022)	Cognitive C1-C3	Written test
8.	Megawati (2018)	Cognitive C1-C4	Written test
9.	Damayanti (2020)	Cognitive C1-C2, Affective A1-A3, Psychomotor P1-P3	Cognitive: written test Affective: observation Psychomotor:

			observation
10.	Dahlia (2017)	Cognitive C1-C2	Written test
11.	Wayan Widiana (2017)	Cognitive C1-C3	Written test
12.	Uliyanti (2018)	Cognitive C1-C4	Written test
13.	Tofan (2018)	Cognitive C1-C3, Affective A1-A3, Psychomotor P1-P3	Cognitive: written test Affecti: observation Psychomotor: observation
14.	Libarti (2018)	Cognitive C1-C3	Written test
15.	Deby (2018)	Cognitive C1-C4	Written test
16.	Ventri (2021)	Cognitive C1-C3	Written test
17.	Tifany (2019)	Cognitive C1-C2	Written test
18.	Tohir (2020)	Cognitive C1-C3	Written test
19.	Ratna Sari (2020)	Cognitive C1-C3	Written test

DISCUSSION

In the early stages of data collection in the form of journal articles, based on variable X in this study is an inquiry learning model and variable Y in this study, namely science learning outcomes. The identity of journal articles has been published in the last 6 years with the number of study materials that are in accordance with the inclusion criteria, namely 20 journal articles. The types of research methods used by researchers used by previous researchers are Class Action Research (PTK) and Experimentation (Quasi Experiment and Pre-Exsperimental Design) which are then analyzed using research tables to analyze from the core of the journal, study results so as to know the similarities and differences of these journals.

1. Reviewed From Research Methods

Class Action (PTK)

Based on the analysis table in the 20 journal articles that have been presented, there are 15 journals that use the PTK method with 11 journals using cycle II and 4 journals using III cycles in research conducting research. The results of the study using III cycles can be knownfrom the results of research conducted by Nurliani (2018), in cycle I student learning outcomes with an average score of 45% and learning completion of

66.7%, so that in cycle II the average score increases to 70% and learning completion 84.6% and increases again in cycle III student learning outcomes obtain an average score of 90% with learning completion reaching 90%.

Second, the results of research conducted by Budiyanti (2022), in the first cycle of student learning outcomes with an average score of 53.26 and learning completion of 63.91%, so that cycle II the average score increased to 63.91 and learning completion 64.13% and increased in cycle III student learning outcomes obtained an average score of 69.56 with learning completion of 77.17%. Ketiga, the results of a study conducted by Dahlia (2017), in cycle I student learning outcomes with an average score of 64.8 and learning completion of 45%, so that cycle II the average rata-score increased to 73 and learning completion 88% and increased in cycle III student learning outcomes obtained an average score of 79 with learning completion of 96%. Fourth, the results of research conducted by Uliyanti (2018), in cycle I student learning outcomes with an average score of 60.37 and learning completion of 52%, so that cycle II the average score increased to 65.18 and learning completion 89% and increased in cycle III student learning outcomes obtained an average score of 74.07 with learning completion of 90.26%.

Experiment

Based on the analysis table in the 20 journal articles that have been presented, there are 5 journal articles that use the experimental method with 1 journal article using the *pre-exsperimental design* type and 4 journal articles using *the quasi-experimental* type. In the *pre-exsperimental design* research method, the samples taken were class V students and in the *quasi-experimental* research method, the samples taken were students in grades IV and V.

The *Pre-Exsperimental Design* method is a type of research conducted on one group in the absence of a control or comparison group. Based on the results of Deby's research (2018), the implementation was carried out by grade V students of SDN 41 North Pontianak. In class V before and after using the inquiry model, it increased with an average value obtained during the pretest of 63.68 while the average posttest value of 74.37. The increase in posttests shows that the inquiry model affects science learning outcomes.

The Quasi Exsperiment method is a type of research that has a control group and an experimental group in conducting research. It can be seen from the journals conducted by previous researchers, as follows:

First, the results of the research of Tifany *et al.,* (2019), in its implementation were carried out by class V of SDN 18 Pekanbaru. The average posttest score was 79.11. While the average posttest score was 88.15. There is an increase in scores in classes treated with the inquiry model, this shows that the inquiry model affects science learning outcomes. Second, the results of Tohir's research (2020), in its implementation were carried out by class IV SDN 27 Tegineneng. The average posttest score was 68.15. While the average posttest score was 85.25. There is an increase in scores in classes treated with the inquiry model, this shows that the inquiry model affects science learning outcomes.

Third, the results of the research of Ratna *et al.,* (2020), in its implementation were carried out by class IV of SD Negeri Ujong Patihan. The average posttest score was 56.67. While the average posttest score was 76.67. There is an increase in scores in classes treated with the inquiry model, this shows that the inquiry model affects science learning outcomes. Second, the results of the research of Agesy *et al.,* (2020), in its implementation were carried out by class IV SD Negeri Rejowinangun I Yogyakarta. The average posttest score is 40. While the average posttest score is 80. There is an increase in scores in classes that are treated with an inquiry model, this shows that the inquiry model affects student learning outcomes.

2. Reviewed From The Journal Region

In the 20 journal articles that have been analyzed, it turns out that there are 14 provinces in Indonesia, namely West Java, East Java, North Sumatra, Central Sulawesi, North Sulawesi, West Kalimantan, Bali, Riau, Banten, Lampung, Aceh, East Nusa Tenggara, Bengkulu, and Jambi that have used the inquiry learning model in improving learning outcomes in science subjects in elementary schools.

3. Reviewed from Learning Materials

Based on the 20 journals analyzed, there are 13 journal articles that list science subject matter in the upper class, there are 11 and the lower class there are 3 journal articles thatinclude science subject matter in elementary schools, there are several materials presented in the journal, namely:

a. Nurliani (2018), which discusses the material properties of objects.
b. Wijaya Literature (2020), which discusses the material nature of objects.
c. Dahlia (2017), which discusses the material properties of things.
d. Wayan Widiana (2017), which discusses the nature of matter and changes in the form of objects.
e. Uliyanti (2018), which discusses the material of changing the form of objects.
f. Tofan (2018), which discusses the material of changing the form of objects.
g. Ratna Sari (2020), which discusses plant morphological material.
h. Halimah (2022), which discusses the material properties of objects.
i. Rosmiati (2018), which discusses the material properties of light.
j. Megawati (2018), who discusses the material concept of changing the nature of objects.
k. Deby Sandra (2018), which discusses the material changes in the nature of things.
l. Lusia Meo (2021), which discusses energy matter and its effects.
m. Rahmat Budiyanti (2022), which discusses the material changes in the nature of objects.

4. Reviewed From Inquiry Learning Steps

The inquiry learning model is a learning model that can actively involve students in the learning process. According to Suhada quoted by Agelia *et al.,* (2022), the inquiry model is a learning model that requires the active participation of students in the learning process so that they have experience in constructing knowledge through the discovery process. According to Vienna Sanjaya (2006: 201) in Damayanti (2020), the steps for implementing the inquiry model are: a) Problem orientation, b) Formulating problems, c) Proposing hypotheses, d) Collecting data, e) Testing hypotheses, f) Making conclusions.

5. Reviewed Aspects of Learning Outcomes Indicators

Based on the results of the analysis of 20 journal articles, there are indicators of learning outcomes according to Bloom's Taxonomy which includes 3 domains, namely the cognitive realm, the affective realm, and the psychomotor realm. However, each study shows that the indicators of learning outcomes are different. In the 20 journal articles that have been analyzed, there are 18 journals whose learning outcomes cover the cognitive realm only. And 2 journals whose learning outcomes cover these three

domains, namely the cognitive realm, the affective realm, and the psychomotor realm. It can be concluded from the explanation above, that for the results of students' learning in science subjects in elementary school, there are only those that cover all three domains, some are only one realm.

CONCLUSION

Based on the results of the analysis and review of 20 journals found as study material, it can be concluded that low student learning outcomes in science subjects are characterized by the number of students who have not reached the specified KKM. Therefore, the right solution to overcome these problems is by applying a learning model because the inquiry learning model can actively involve students in the learning process and can improve science learning outcomes in elementary schools. After the implementation of the inquiry learning model if compared before using the inquiry learning model. The types of research methods in 20 journal articles there are 15 journal articles that use the PTK method and 5 journals use the experimental method. The inkuri learning model can actively engage students with the following steps of the inquiry learning model: a) Problem orientation, b) Formulate problems, c) Propose hypotheses, d) Collect data, e) Test hypotheses, f) Make conclusions. The recommendations to be conveyed by the penu;is recommended for teachers in using the learning model in the classroom, namely in the form of LKS or LKK.

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