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Management of Integrated Social Studies Learning Based on Inquiry

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Abstract. This study aims to analyse the four components of Integrated Social Studies learning management designed based on inquiry learning by planning, implementation, assessment, and reflection of follow-up learning outcomes. The Classroom Action Research method was used. The results of the study show that: First, the effectiveness of Integrated Social Studies learning planning that is based on inquiry is determined by the results of the analysis of the knowledge and skills of students at each stage of inquiry. Second, the effectiveness of the implementation is determined by the formulation of the plan as outlined in the lesson plan that can be implemented by educators consistently and appropriately. Third, the assessment of learning outcomes is determined based on the observations results during the learning process and learning tests. For students who actively participate in the learning process, it turns out that their learning outcomes can meet the predetermined criteria, namely mastery of learning outcomes by 85% and even up to 96%. Fourth, follow-up learning outcomes for students who have problems in carrying out the inquiry stage. Therefore, before preparing an Integrated Social Studies learning plan based on inquiry, it is necessary to analyse the needs, knowledge, and learning skills of students.

Keywords: Integrated Social Studies, Learning Management, Learning Based on Inquiry

1 Introduction

Generally, in Integrated Social Studies learning, educators are always focused on efforts to improve the quality of learning through improving student learning outcomes. In improving learning outcomes, it is the learning components that are always considered, especially learning tools such as Semester Learning Plans (lesson plans), Teaching Materials, Learning Media, Student Worksheets or Exercise Worksheets, Projects, and Assessment instruments. All these components are of course very important. But the next question is how to produce all the components in quality so that they can be used effectively and efficiently.

In preparing learning tools, every educator needs to manage the preparation effectively and efficiently. Each stage of management needs to be carefully considered. To be able to carry out each of these stages, every educator needs to pay attention to aspects of management or education management, including learning management.

The fact that there are lesson plans that are used together by educators without analyzing the learning needs of students is still one of the inhibiting factors in improving the quality of learning. This fact indicates that management components are often neglected in the learning process. As a result, there is a discrepancy between the learning needs of students in the classroom

and the lesson plan, implementation of learning, assessment of learning, and learning outcomes. If this discrepancy occurs frequently and lasts continuously, then success in learning is difficult to achieve. Moreover, learning activities are like nothing more than "learning rituals" without planning the directions and achieving goals that are built based on an analysis of the learning needs of students.

Learning management is one of the determining aspects of the learning system. Tristinari, et al, stated that "learning management is a special skill possessed by educators." [1]. Furthermore, Edna Maria and Eko Sedyono stated that "management is essentially a problem-solving process." [2] Therefore, Integrated Social Studies learning management based on inquiry is actually a special skill of educators in the problem-solving process through inquiry strategies in the implementation of learning activities.

In the learning process, studies on improving the quality of learning outcomes are not new in the field of education; this happens because improving learning outcomes is something that must be done, followed up with constructive and sustainable efforts.

On the other hand, in Integrated Social Studies learning, the global trend marked by advances in information technology and its impacts, including its impact on education, needs to be responded to with a

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new paradigm and way of learning. Every student in school needs to be educated, trained, and accustomed to developing all their potential to the fullest according to the needs and demands of the times.

Integrated Social Studies learning is certainly not something that is partial, especially in today's era of globalization. To design learning, every educator needs to have new knowledge and skills of the 21st century; so that the educators, in addition to having knowledge and managerial skills in their classrooms, must also be creative, and able to choose and apply various models, approaches, strategies and effective learning methods to achieve learning objectives.

There are demands and challenges that are not easy, as easy as ordinary people know that learning Integrated Social Studies is only to study social aspects that occur in society, but in fact the complexity of people's lives cannot only be seen partially but must be seen in an integrative, holistic and comprehensive manner. Every student needs to have broad knowledge and adequate skills to identify, describe, analyze, evaluate, to find solutions and creatively create and construct new things as a solution to every social problem that occurs.

Most people think that learning Integrated Social Studies is merely to study social aspects that occur in society. However, there are demands and challenges that need to be faced. In fact, the complexity of people's lives cannot only be seen partially, but have to be seen in an integrative, holistic, and comprehensive manner. Every student needs to have broad knowledge and adequate skills to identify, describe, analyze, evaluate, find solutions, and creatively create and construct new things as a solution to every social problem that occurs.)

Based on the results of the observations of the Integrated Social Studies learning process, the average mastery level is 65%, therefore an innovative learning model is needed and in accordance with the demands of the times in order to develop the abilities of students.

Every student who learns Integrated Social Studies can develop the dimensions of knowledge, namely factual, conceptual, and procedural knowledge according to the cognitive dimensions developed, especially the ability to formulate problems, collect data, formulate tentative answers, and creatively formulate conclusions as the answers to problems that have been discussed [3].

Based on the results of initial observations and reflections when analyzing this problem, it turns out that the factors causing the low learning outcomes of students are not only sourced from students but also from educators. On the one hand, educators want to improve the quality of learning outcomes for each student, but on the other hand, creative and innovative efforts to manage learning activities in order to improve the quality of learning outcomes cannot be carried out optimally, let alone maximally.

In order to optimize and even maximize the quality of the process and learning outcomes of students, it is necessary to study the aspects of Integrated Social Studies learning management in classroom action research.

This classroom action research is based on the observation that in the lecture process some students

have not been able to optimize their ability to realize, explore, identify and formulate problems. This seems to be caused by the fact that they do not yet know how to conduct inquiries or find facts based on scientific procedures that should be mastered by every student.

This classroom action research is based on the observation of the lecture process, which shows that some students are not able to optimize their ability to realize, explore, identify and formulate problems. The reason might be the lack of knowledge on how to conduct the inquiries or find facts based on scientific procedures that supposedly be mastered by every student.

Problems in this research include the ability that is not optimal; lack of creativity; lack of participation; and the low learning outcomes of students in the Integrated Social Studies learning process. Thus, the question is, how to manage inquiry learning activities that are effective in improving Integrated Social Studies learning outcomes?

2 Research Method

In this study, researchers chose a qualitative the method used in this research is Classroom Action Research (CAR). Kemmis stated that CAR is a form of reflective inquiry conducted in partnership with a particular social situation [4]. The social situation referred to in this study is the classroom situation during the Integrated Social Studies learning activities take place. Furthermore, Stephen Kemmis and Robbin McGart stated that in CAR there is a cycle consisting of four components, namely:

1. Planning
2. Action (acting)
3. Observation (Observing)
4. Reflection (Reflecting) [5]

The criteria set are the increase in student participation in the learning process. At least 85% of the total number of students in the class can participate actively and in the implementation of the formative test, they can achieve a mastery score of at least 85%. Data collection techniques used in this study were observation and Learning Outcomes Test. Observations are used to observe the implementation of actions, especially the active participation of students, while tests are used to measure and assess the results of learning. The total respondent is 30 students that learning integrated social studies at the Social Studies Education Study Program, Faculty of Social Science, Manado State University in North Sulawesi Indonesia. The data in this classroom action research were analyzed by percentage analysis in the distribution of the frequency of active participation and student learning outcomes.

3 Result and Discussion

This research has been carried out in three cycles. The result looks as follows:

Tabel 1. Research Result

Cycles	Researched Aspects		The Result of Reflection
I	76%	80%	In the first cycle there were 22 people (76%) who were active and the average learning outcomes reached 80%. Have not reached the criteria, because there are still 8 people who are less active and the results of mastery of new material are 80%. The main reason is that students are still not skilled at doing inquiry.
II	83%	85%	In the second cycle there was an increase, there were 25 people (83%) who were actively learning and the average learning outcomes increased from 10% to 90%. Although the criteria for achieving learning outcomes have been achieved, learning activity has not been achieved. The main reason is that there are still 5 students who are not skilled at doing inquiry.
III	96%	96%	In the third cycle there was an increase and there were 29 people (96%) who were actively learning and the average learning outcomes increased to 96%. In this third cycle the results have met the criteria that have been set.

Inquiry Learning has advantages in improving student learning outcomes. The increase will be seen in the abilities achieved by students in the Integrated Social Studies learning process provided that students already have the knowledge and inquiry skills, namely being able to: (1) formulate problems, (2) formulate hypotheses/tentative answers, (3) test tentative answers, (4) draw Conclusions. These steps must be applied procedurally and systematically in the sense that the sequences should not be interchanged.

The important role of educators is to manage learning activities starting from planning, implementing the planning, assessing the process, final assessment of learning outcomes, and follow-up. This classroom action research has been carried out for three cycles and it turns out that in the third cycle results are effective in improving the quality of learning outcomes of students who take part in Integrated Social Studies lectures. In fact, in the inquiry learning procedure, each student is given the widest opportunity to discover knowledge for himself. However, for students whose absorption capacity is lacking, intensive guidance from lecturers to enable them to inquire is very much needed.

In order to streamline the implementation of inquiry learning, it is necessary for students' skills to conduct an inquiry. Learners can be skilled in conducting inquiry if

educators can manage inquiry learning designs effectively, starting from needs analysis to the assessment stage. Learning management is one of the determining aspects of the learning system. According to Munasin that "Learning management is a thought to carry out teaching tasks by applying the principles of learning as well as through steps, which include planning, implementing, evaluating in order to achieve education goals" [6]. Every educator is not only required to have special skills in the field of learning management but also mastery of integrated quality management knowledge in the field of education that can be synchronized with the learning syntax.

It takes knowledge and managerial skills in the classroom for educators to carry out their professional duties in educational institutions. It takes knowledge and managerial skills in the classroom especially in preparing students to enter the level of professional teacher education. Professional teachers need to be equipped with 21st-century literacy which not only has the ability to transfer knowledge but also has a high moral responsibility that can be trained and accustomed in the learning process.

In professional development in educational institutions in the midst of very dynamic conditions and instability, managerial abilities need to be developed continuously in order to produce graduates who have social sensitivity and sharpness in solving problems and formulating solutions scientifically.

In the professional development of educational institutions where the situation is dynamic and unstable, the managerial abilities need to be continuously developed in order to create graduates who have social sensitivity and sharpness in solving problems and formulating solutions scientifically.

In discussing the development of professional abilities, Bruhov, et al have emphasized the importance of social responsibility to support personal responsibility and vice versa personal responsibility for social responsibility [7]. Thus, inquiry-based learning can also develop students' ability to be adaptive in realizing problems and readiness to find solutions.

The weakness or lack of skills of the students in applying the steps of inquiry is one of the inhibiting factors in the application of the inquiry learning model. When students have clearly understood the steps of inquiry learning, there is no difficulty for them to master the learning material; even with the use of the inquiry learning model, the enthusiasm and curiosity of students increases. The learning creativity of students is growing, they are able to elaborate knowledge to the maximum degree, especially with the support of today's information technology. Thus, there is a relation between the application of inquiry learning and the need for developing learning skills in the 21st century.

In discussing the development of the education system to prepare 21st-century professional educators, O. M. Chorosova, et al stated the need for digitalization of education [8].

In the context of the management of inquiry learning for Integrated Social Studies learning, the main things that must be identified are the knowledge and inquiry skills possessed by students, then analysis of learning

needs, design of lesson plans, implementation of the lesson plans in the learning process, assessment of the process and results of the inquiry, and follow-up on the results of all assessment.

4 Conclusion

Management of Learning Integrated Social Studies based on inquiry was effectively applied in an effort to increase student learning participation in formulating problems, formulating tentative answers, collecting data, analyzing data, and testing tentative answers to formulate conclusions. The steps for implementing the management of learning are:

1. Planning of learning based on inquiry which includes; identification of problems, analysis of learning needs, design of learning activities, preparation of learning tools and inquiry skills training for students.
2. Implementation of inquiry learning according to the learning design that has been prepared.
3. Make a design of Assessment that consists of two kinds of activities: assessment of all learning processes especially active participation of students in implementing inquiry steps and student learning outcomes assessment.
4. Reflection
5. Assignment for exploration and elaboration to maximize inquiry skills.

Learning management plays an important role in the learning system. In the application of management of learning that is based on inquiry, especially for Integrated Social Studies learning, educators need to always guide and synchronize aspects of management and inquiry learning syntax which include:

1. Identify learning problems and needs
2. Arrange the steps of inquiry learning explicitly in the lesson plan.
3. Prepare the skills of each student to apply inquiry procedures.
4. Conduct intensive observations during the learning process so that it can monitor the learning activities of students and if it is really needed can provide guidance, especially on technical matters such as how to inquire correctly.
5. Give special emphasis in shaping the ability of students to recognize and realize that there are problems so that they are able to formulate the problems. The use of question words can help students to make it easier for them to formulate problems. This can facilitate the next steps of inquiry, including the development of a culture of inquiry.

Acknowledgments

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