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Inquiry, Expository and Motivation Learning Strategies on Pancasila and Civic Education Subjects Outcomes

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| Lely Verawati Br. Marbun[1,*] | Deny Setiawan[2] | Yakobus Ndona[3] |

[1,2] Basic Education Department, Posgraduate program, Universitas Negeri Medan, Medan, Indonesia

[3] Pancasila and Civic Education Department, Social and Science Faculty, Universitas Negeri Medan, Medan, Indonesia

*lelyverawati2@gmail.com

ABSTRACT

This research was carried out regarding the of Pancasila and civic education factuality subject outcomes or also called as PPKn is low, especially in class VII students due to the selection of inappropriate learning strategies. By choosing the right learning strategy, it is hoped that it will be able to provide understanding and interest in students so that learning motivation arises. This research to explain : 1) differences in PPKn subject outcomes for groups of students who were taught using inquiry and expository learning strategies, 2) differences in PPKn subject outcomes for groups of students who had high and low learning motivation, and 3). learning motivation in influencing PPKn subject outcomes. This research was conducted at SMP Negeri 3 Pulau Rakyat with a sample of class VII. The method used in this study is an experimental research method. The research design uses a 2x2 factorial design. There were two classes in this study, namely the experimental class with students in class VII-1 and the control class with students in class VII-4. The data collected are PPKn subject outcomes data and class VII students' learning motivation data. The results showed that 1) there was an influence of learning strategies in influencing PPKn subject outcomes with F count 58.775, 2) There was an influence of learning motivation in influencing PPKn subject outcomes with F count 92.04, and 3) there were interactions in learning strategies and learning motivation in affect learning outcomes PPKn with F count 4.09.

KEYWORDS

learning strategies; learning motivation; PPKn Subject outcomes

INTRODUCTION

PPKn subject is shorten from "*Pendidikan Pancasila dan Kewarganegaraan"* or in English call as Pancasila and Civic Education. It is one of mandatory material learning from primary school until high school that content about law, institution, Pancasila, and something else about Indonesia as constitutional country.

Acquiring aspects of motivation in students is often a particular difficulty for teachers. For example, when teaching and learning activities take place students seem bored and tend to ignore the material presented. The researcher conveyed this based on the observations of researchers in junior high school at SMP Negeri 3 Pulau Rakyat when researchers paid attention to research students and other teachers. There are times when students become active and often students become more passive. Through this observation, the researcher concluded that problems in learning occur when the teacher is not precise in choosing the teaching style and the lack of learning media used. Therefore, researchers are interested in conducting research on the selection of learning strategies. In this study, researchers chose inquiry learning strategies and expository learning strategies.

The inquiry learning strategy is a learning strategy that is centered on student activity in the teaching and learning process. The application of inquiry learning strategies aims to produce learning activities that are not monotonous or passive. However, there are still many teachers, especially at SMP Negeri 3 Pulau Rakyat who teach the material in a passive way. For example, the entire teaching and learning process is carried out with all teacher-centered teaching using the lecture method or expository learning strategies. As a result, students tend to feel bored and unenthusiastic in participating in learning activities which will ultimately reduce students' motivation to learn.

The reason the researcher chose the two strategies to be compared is because these two strategies have very different implementations and philosophies. Inquiry learning strategy is a learning strategy that emphasizes teaching and learning activities on the process of critical thinking and analysis to find answers to the problems you get yourself. This is inversely proportional to the expository learning strategy which prioritizes time efficiency in delivering material so that the available learning time can be used as best as possible in learning. The selection of strategies in this study is also expected to be able to foster learning motivation in students which is also one of the most important aspects in achieving learning goals.

The importance of motivation in learning is an interesting and important study material for teachers as well as a demand, that teachers need to have high insight regarding fun and effective learning so that they can help students in increasing learning motivation, especially in the field of PPKn Subject. These difficulties are reinforced by a number of existing situations, among which there are still frequent changes in the way of teaching on the same material. Because of this students become a little confused and tend not to understand the material presented.

In order for PPKn Subject to be maximized and in demand by students, the implementation of learning must be fun and challenging. For this reason, teachers must be able to arouse the enthusiasm of students and make students feel that they are experiencing what the teacher is saying for themselves, so that students feel challenged to gain experience. In this way, it is hoped that every student will feel happy following PPKn Subject.

Based on the assumptions of researchers through observation and interviews, many aspects that need to be considered to achieve learning objectives can be achieved, one of which is the selection of learning strategies and measurements as well as efforts to increase learning motivation. The application of learning strategies to teaching and learning activities in this study, namely inquiry learning strategies, is expected to be able to increase student learning motivation when compared to the application of expository learning strategies. Researchers think that inquiry learning strategies that focus more on participants as learning subjects will be a challenge for students because they are something new and force students to solve problems they face independently.

RESEARCH METHODS

This research belongs to the quantitative type. Creswell (2017) reveals that quantitative research is an attempt to investigate a problem that underlies researchers to take data, determine variables and then measure them with numbers so that analysis can be carried out according to certain statistical formulations. The method used in this research is Experimental Design.

This research was conducted in junior high school at SMP Negeri 3 Pulau Rakyat for class VII students for the 2022/2023 academic year in odd semesters. The research was conducted in 4 meetings/face to face in each class and was carried out in August 2022. The population in this study were all class VII students of junior high school at SMP Negeri 3

Pulau Rakyat in the 2022/2023 academic year. The researcher will take one experimental class and one control class in class VII at SMP Negeri 3 Pulau Rakyat by using purposive sampling and selecting class VII-1 to be the experimental class and VII-4 to be the control class at SMP Negeri 3 Pulau Rakyat. The researcher prefers this class to be part of this research because the researcher is the homeroom teacher or teacher in the class so that the researcher is more familiar with each sample in this study.

This study uses a 2x2 factorial data analysis research design. Factorial design is an experimental design with two or more manipulated independent variables. Research instruments are used to measure the value of the variables studied (Sugiyono, 2016). In this study there were two instruments, namely tests and non-tests. The test is a series of questions or exercises as well as other tools used to measure abilities, intelligence knowledge, abilities or talents possessed by individuals or groups (Arikunto, 2017).

Non-test instruments in the form of questionnaires or questionnaires. Because this questionnaire uses the Likert scale model, students' responses or responses to some of the questions in the questionnaire are provided in five types, namely (1) SS = Strongly Agree: (2) S = Agree: (3) N = Normal: (4) TS = Disagree: (5) STS = Strongly Disagree. All questions lead to positive and negative statements. In a positive statement, if the respondent answers SS, then he gets a value of five and so on. For negative statements, if the respondent answers STS, he gets five points and so on.

The instrument used to measure students' PPKn Subject outcomes is a test instrument in the form of descriptive questions. The description questions used are 10 questions in the Pancasila and Citizenship Education book made by the Ministry of Education and Culture in CHAPTER II on page 61.

In accordance with this research variable, there are three types of data to be collected. The three types of data are (1) student PPKn Subject outcomes data using inquiry learning strategies, (2) student learning outcomes data using expository learning strategies, (3) learning motivation data. Collecting PPKn Subject outcome data at both points used a test technique by answering essay questions and collecting learning motivation data using non-test techniques in the form of giving a learning motivation questionnaire.

The data that has been collected needs to be tested for feasibility so that it meets the test requirements, namely; 1) The data normality test is carried out parametrically using an average estimate at standard deviation, 2) The data homogeneity test aims to calculate whether the data obtained in the study between the two groups being compared has a homogeneous variance or not. The formula used is the Bartlett test with a significant level of $\alpha = 0.05$, 3) The independent test (balance) is used to prove whether there is an average difference between 2 (two) independent samples. The independent-samples t-test is a parametric statistical technique where there are assumptions that must be met first, namely the normal distribution of each group of data which will then be compared. However, problems occur when these assumptions are not met.

The collected data were analyzed using descriptive statistics and inferential statistics. The data obtained is described according to each variable to answer the proposed temporary hypothesis. The technique used to analyze the research data is the Two Way Variance Analysis technique (ANOVA).

RESULTS AND DISCUSSION

PPKn Subject outcomes of Students Taught With Inquiry Learning Strategies (column 1 = A1)

PPKn Subject outcomes of students taught using inquiry learning strategies regardless of the level of their learning motivation have an overall score with a range of 66-90, with the lowest score being 66 and the highest score being 90. The PPKn Subject outcomes of students in this group have an average score (mean) of 77.87: a variance of 71.91: and a standard deviation of 8.48. The frequency distribution of PPKn Subject outcomes of students in this group can be seen in the following table.

Table 1. Frequency Distribution of Values of Civic Education Learning Outcomes of Students who are taught with Inquiry Learning Strategies

Interval	$f_{absolut}$	$f_{relatif}$(%)
66-70	9	28,12
71-75	4	12,5
76-80	4	12,5
81-85	9	28,12
86-90	6	18,75
Total	32	99,99 (100)

PPKn Subject outcomes of Students Taught with Expository Learning Strategies (column 2 = A2)

PPKn Subject outcomes of students taught using expository learning strategies regardless of the level of their learning motivation have an overall score with a range of 59-88, with the lowest score being 59 and the highest score being 88. The PPKn Subject outcomes of students in this group have an average score (mean) of 68.28: variance of 43.04: and a standard deviation of 6.56. The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 2. Frequency Distribution of Values of PPKn Subject Outcomes Students who are taught with Expository Learning Strategies

Interval	$f_{absolut}$	$f_{relatif}$(%)
59-64	9	28,125
65-69	12	37,5
70-74	7	21,87
75-80	2	6,25
81-84	1	3,12
85-90	1	3.12
Total	32	99,98 (100)

PPKn Subject outcomes for students who have high learning motivation (row 1 = B1)

PPKn Subject outcomes of students who have high writing motivation regardless of the learning strategies used as a whole score with a range of 66-90, with the lowest score being 66 and the highest score being 90. PPKn Subject outcomes of students in this group have an average score (mean) of 78.53: variance of 59.22: and a standard deviation of 7.69. The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 3. Value of PPKn Subject outcomes for students who have high learning motivation

Interval	$f_{absolut}$	$f_{relatif}$(%)
66-70	7	21,87
71-75	6	18,75
76-80	3	9,37
81-85	10	31,25
86-90	6	18,75
Total	32	99,99 (100)

PPKn Subject outcomes of students who have low learning motivation (row 2 = B2)

PPKn Subject outcomes of students who have low learning motivation regardless of the learning strategies used as a whole score with a range of 59-84, with the lowest score being 59 and the highest score being 84. The PPKn Subject outcomes of students in this group have an average score (mean) of 67.5: variance of 37.09: and a standard deviation of 6.09. The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 4. Frequency Distribution of PPKn Learning Outcomes for Students with Low Learning Motivation

Interval	$f_{absolut}$	$f_{relatif}$(%)
59-63	9	28,12
64-68	15	46,87
69-73	3	9,37
74-78	2	6,25
79-83	2	6,25
84-88	1	3,12
Total	32	99,98 (100)

PPKn Subject outcomes for students who are taught with inquiry learning strategies for students who have high learning motivation (cell 1 = A1B1)

PPKn Subject outcomes of students taught using inquiry learning strategies for groups of students who have high learning motivation overall scores with a range of 75-90, with the lowest score being 74 and the highest score being 90. PPKn Subject outcomes of students in this group have a value the average (mean) is 84.68; the variance is 17.16: and the standard deviation is 4.14. The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 5. The Value of PPKn Subject Outcomes of Students who are Taught with Inquiry Learning Strategies for Students who have High Learning Motivation

Interval	$f_{absolut}$	$f_{relatif}$(%)
75-79	1	6,25
80-84	5	31,25
85-89	9	56,25
90-94	1	6,25
Total	16	100

PPKn Subject outcomes of students who are taught with inquiry learning strategies for students who have low learning motivation (cell 1 = A1B2)

PPKn Subject outcomes of students taught using inquiry learning strategies for groups of students who have low learning motivation overall scores with a range of 66-84, with the lowest score being 66 and the highest score being 84. PPKn Subject outcomes of students in this group have a value the average (mean) is 71.18; the variance is 36.69: and the standard deviation is 6.05. The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 6. Frequency of PPKn Subject Outcomes of Students who are taught with Inquiry Learning Strategies for Students who Have Low Learning Motivation

Interval	$f_{absolut}$	$f_{relatif}$(%)
66-70	9	56,25
71-75	2	12,5
76-80	1	6,25
81-85	3	18,75
86-90	1	6,25
Total	16	100

PPKn Subject outcomes of Students who are Taught with Expository Learning Strategies for Students who Have High Learning Motivation (cell 1 = A2B1)

PPKn Subject outcomes of students taught using expository learning strategies for groups of students who have high learning motivation overall scores with a score range of 66-88, with the lowest score being 66 and the highest score being 88. PPKn Subject outcomes of students in this group have scores the average (mean) is 72.75; the variance is 35.4: and the standard deviation is 5.94. The results of the data above were obtained referring to calculations with a computer through the facilities of the Microsoft Excel

The frequency distribution of student PPKn Subject outcomes in this group can be seen in the following table.

Table 7. Frequency of Students' PPKn Subject Outcomes who are taught with Expository Learning Strategies for Students who Have High Learning Motivation

Interval	$f_{absolut}$	$f_{relatif}$(%)
66-70	3	18,75
71-75	6	37,5
76-80	5	31,25
81-85	1	6,25
86-90	1	6,25
Total	16	100

PPKn Subject outcomes of students who are taught with inquiry learning strategies for students who have low learning motivation (cell 1 = A1B2)

PPKn Subject outcomes of students taught using expository learning strategies for groups of students who have low learning motivation overall scores with a score range of 59-70, with the lowest score being 59 and the highest score being 70. PPKn Subject outcomes of students in this group have scores the average (mean) is 63.81: the variance is 10.96: and the standard deviation is 3.31. The results of the data above were obtained by referring to calculations with a computer through the facilities of the Microsoft Excel program. The frequency

distribution of PPKn Subject outcomes for students in this group can be seen in the following table.

Table 8. Frequency of PPKn Subject Outcomes of Students who are taught with Expository Learning Strategies for Students who have Low Learning Motivation

Interval	$f_{absolut}$	$f_{relatif}(\%)$
59-61	3	18,75
62-64	7	43,75
65-67	5	31,25
68-70	1	6,25
Total	16	100

From the results of the study it was found that the average value of the learning outcomes of students in the control class using expository learning strategies in learning PPkn writing was smaller when compared to the average value of PPKn Subject outcomes obtained by students who were taught using inquiry learning strategies. The results of Winanto's research (2016) show the same thing, namely inquiry learning strategies are better used on students with an average learning result of 82.5. The results of this study are reinforced by Hamdani (2011:183) that "The expository strategy only provides information in the form of theory, generalizations, laws or propositions along with supporting evidence". Wahyudi (2021) the PPKn Subject outcomes obtained by students by implementing the expositor strategy are included in the low category when compared to the application of Discovery Learning. So the authors conclude that the expository learning strategy is less capable of improving student learning outcomes in PPKn Subject outcomes because it does not require students' personal thinking in solving a problem, in this case PPKn Subject.

Based on the results of the study, after the two research classes were given treatment using different strategies, it was found that both the average learning outcomes of students using the inquiry learning strategy and using the expository learning strategy had quite a visible difference in values. This can be seen from the author's observations during the lesson. Students in the experimental class became more active than students in the control class. Students who use inquiry learning strategies are much more active in asking questions and taking notes compared to the expository strategy. When the researchers observed the treatment in the experimental class, it appeared that the students were more active in answering the questions posed by the teacher and understood the material they wanted to convey more quickly. Unlike when students are in the control class, they tend to be passive during the lesson. Some even feel bored when the lesson takes place. This resulted in students less motivated to understand the material presented. The above conclusion is reinforced by Wairata (2021:395) who says that the learning process in PPKn Subject is highly recommended to be student-centered because with inquiry learning students are able to find and get interesting, concrete and meaningful learning experiences. This was also reinforced by Ade Sanjaya (2011:226-227) who said that "One of the weaknesses of the learning process carried out by our teachers is the lack of effort to develop students' thinking skills."

Students who listen to material explanations using inquiry learning strategies are indirectly forced to use their personal memory and understanding to solve problems given by the teacher so that feedback occurs in the learning process. According to Sulianti (2017:174) learning based on the activeness of students in solving learning problems can make learning outcomes more optimal. Qamariyah (2021) adds that learning that involves students directly and emphasizes thinking processes is proven to be able to improve learning outcomes and enthusiasm for learning in students.

Based on the results of data on students' learning motivation associated with learning strategies on students' PPKn Subject outcomes, it appears that the average score of students who have low learning motivation, whether taught with inquiry learning strategies or expository learning strategies, is lower when compared to the average score. -sata students who have high learning motivation. This is a note that motivation in students influences learning outcomes. Hartono et al (2014:468) provide solutions to increase motivation to learn in students, namely; 1) connecting the material to be taught with the needs of students, 2) adjusting the subject matter to the level of experience and abilities of students, 3) using various learning models and strategies, 4) creating a fun learning atmosphere, 5) giving reasonable praise on the success of students, 6) provide an open assessment, 7) provide comments on the work of students, 8) create competition and cooperation.

Based on the explanation above, the authors conclude that learning strategies are able to influence the level of learning motivation and learning outcomes of Civics in students. This interaction was caused by the difference in the treatment given to the two research classes, namely the experimental and the control. Based on Hartono's opinion above, the use of inquiry learning strategies in the experimental class is related to 6 points in increasing student learning motivation, namely at points 1, 2, 4, 5, 6, and 7 while the use of expository learning strategies in the control class is only related to 3 points, namely 1, 5 and 6. This is also supported by Costa and Garmston in increasing student motivation there is one activity that must be carried out, namely coaching. Coaching is the process of motivating students, analyzing their performance and providing feedback on their performance. The teacher helps students as long as they solve the learning problems they face both independently and in groups, which will motivate and support students.

Based on the explanation above, it can be concluded that the use of inquiry learning strategies is more effectively used in PPKn Subject with students who have both high and low learning motivation.

CONCLUSION

First, there are differences in PPKn Subject outcomes between students who are taught with an inquiry learning strategy and students who are taught with an expository learning strategy. This proves that learning strategies have a significant influence on student PPKn Subject outcomes, especially those who are the subject of this study. The description above is based on the results of hypothesis testing calculation data using the Two-Way Analysis of Variance.

Second, there are differences in PPKn Subject outcomes for students who have high learning motivation and students who have low learning motivation. This proves that students' learning motivation has a significant influence on students' PPKn Subject outcomes, especially those who are the subject of this study. The description above is based on the results of hypothesis testing calculation data using the Two Way Variance Analysis.

Third, there is an interaction between learning strategies and learning motivation on PPKn Subject outcomes. The interaction between the learning strategy and learning motivation will be explained according to the calculation of the Tuckey advanced test as follows: (1) the inquiry learning strategy is more effectively used in PPKn Subject for students who have high learning motivation compared to students who have low learning motivation (results third tuckey test); (2) expository learning strategies are more effectively used in PPKn Subject for students who have high learning motivation compared to students who have low learning motivation (fourth tuckey test results); (3) the inquiry learning strategy is more effectively used in PPKn Subject for students who have high learning motivation compared to the expository learning strategy (fifth tuckey test results); (4) the inquiry learning strategy

is more effectively used in PPKn Subject for students who have low learning motivation compared to the expository learning strategy (sixth tuckey test results); (5) appropriate learning strategies and grouping students based on learning motivation have a significant effect on PPKn Subject outcomes (seventh tuckey test results). Based on the conclusions above, it is known that the results of this study strengthen the theory of learning strategies and learning motivation influencing PPKn Subject outcomes.

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