The Effectiveness of Social Inquiry Learning Model in Growing Students Sense of Nationalism in Social Studies
(A Quasi-Experimental Study on Social Studies Subjects at SMP Muhammadiyah 6 Bandung)

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Abstract

This study focuses on the use of social inquiry learning models based on the student's sense of nationalism in social studies subjects. The benefit of this research is to see the level of effectiveness of the use of learning models in fostering a sense of nationalism of students in social studies subjects. The theory of effectiveness & meaningful learning are used as the material for this study. The method used is a quasi-experimental research method with a quantitative approach. The location of the research was conducted at SMP Muhammadiyah 6 Bandung. The population in this study was class VIII students. The sample used was for the experimental class, namely VIII–A and the control class VIII–B using purposive sampling technique. In general, the results showed that the application of the social inquiry learning model was effective in fostering a sense of nationalism among students in social studies subjects. In particular, the results showed that there was a significant difference in results between the experimental class and the control class. Thus it can be concluded that the social inquiry learning model is effective in fostering a sense of nationalism in students of social studies subjects.

Keywords : Effectiveness, Social Inquiry Learning Model, Nationalism

A. INTRODUCTION
Background of The Study

In the current era, various countries in general and Indonesia in particular, are facing various serious problems. Even though the natural cycle requires change, in fact the change leads to things that are positive or negative. The changes occur in the basic aspects of life that not only threaten today but also the future. This is because the emergence of unlimited freedom in the global era has provided space for humans to get to know and understand more about foreign cultures (other nations).

In fact, in looking at foreign cultures, Indonesia's younger generation tends to ignore their own culture (Jovansyah, 2020:1). The phenomenon of excessive interest in foreign cultures and without filtering is a reflection of the fading spirit of nationalism. In fact, this is related to national identity. In connection with this

issue, efforts are needed to balance a global culture. This effort is in the form of a sense of pride in national identity which gives birth to an attitude of nationalism. With a sense of nationalism, the presence of the nation is always avoided from threats, both from within and from outside (Hasna, 2020: 1).

Recently, nationalism is often seen as an effort to defend the country from enemy attacks. In addition, it is also often considered to be in the period of colonialism and imperialism. That assumption is actually not wrong. But it is not quite right because such an understanding is nationalism in a narrow sense. Now, the challenge of nationalism in human life is no longer located in distance but in the telecommunication media that unites various layers of society to become a global village (Hendrastomo, 2007:5).

Globalization is a challenge to the urgency of nationalism for the existence of a nation. The problem of nationalism causing the erosion of identity as an Indonesian citizen begins to be neglected and will gradually disappear from within. Speaking of the erosion of the sense of nationalism, it can also be found in the local. As can be seen, the issue of nationalism is one of them in the school environment. For example, the implementation of the flag ceremony which is almost carried out at all levels of school education, but it is seen that some of its implementation seems to give rise to an inappropriate phenomenon. The phenomenon in question is when some of the students as ceremony participants tend to be lazy, not solemn, and orderly.

When viewed carefully, this can happen due to the absence or lack of understanding the meaning of flag ceremony activities. Deeper, the lack of awareness and understanding of how the heroes struggle to fight for the Indonesian nation is the reason that makes this matter exist. The fact is that at SMP Muhammadiyah 6 Bandung, the school does not hold flag ceremonies. This

happened because the middle school entry hours were during the day. Not without reason, the school applies afternoon hours because it is in the same location as elementary school students. Thus, the SMP and SD implement a clock with a "turn" system. There are many reasons why this policy was made, one of which is because of the explanation above.

Regarding all these problems there is a connection with the rules that contain the goals and functions of national education. Precisely contained in RI Law No. 20 of 2003 regarding the "national education system". In this case it seems clear that the target and objective is to foster students with high nationalism so that they can implement it in the real world. This is to foster a sense of nationalism. In particular, it is inherent in students which can then be implemented in society. An alternative solution is through education which refers to learning theory according to Ausubel which explains the importance of meaningful learning. Based on the learning assumptions described by Ausubel (1968:47):

> "*The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly*".

This assumption explains that what students already know is the most important factor in learning. From Ausubel's statement regarding learning, this is what makes a theory. So, the application of how information is communicated is a suitable strategy to overcome the erosion of nationalism in the younger generation or students.

Judging from the situation and conditions at SMP Muhammadiyah 6 Bandung, there is a tendency for some of the above problems to occur. The urgency

of a sense of nationalism is felt necessary. Given the flag ceremony was not held. This is what causes students to be unable to live up to national symbols. In addition, the learning process for students experiences cycles of motivation that fluctuate or fluctuate.

One of the appropriate subjects for the application of a sense of nationalism is social studies subjects. IPS plays an important role in integrating various disciplines. Because the purpose of providing these lessons is to provide insight so that they are sensitive to social problems in their environment and are able to be skilled at finding solutions independently. So that it is suitable to apply the development of attitudes and understanding of nationalism. Nasrikin, R. (2021:67) The selection of learning models and methods must be meaningful for students because they will affect students' abilities.

With the social inquiry learning model, students need to find a solution to the problem with the process of being given adequate experience or finding a combination of various rules that have been studied before being used. Means, the social inquiry learning model is based on a knowledge of the students. Of course, this model is in line with Ausubel's learning theory.

Various analyzes of scientific writing have been carried out such as research discussing the effectiveness of social inquiry learning models including (Somantri, 2014; Arianita, 2013; Yuliana, 2019; Susanti & Tukidi, 2015). On the other hand, several studies related to nationalism such as (Synder, 1968; Hasna, 2020). As for Mulyasa (2006) explained that social studies learning is expected to be able to make students democratic citizens.

The sense of nationalism in students is very interesting to study because it is an urgency for the nation's successors, although several people have tried to research this, both by educational practitioners and the government in different ways. Therefore, there is a need

for a review, especially in the world of education, namely by looking at the effectiveness of the social inquiry learning model in fostering a sense of nationalism in students in social studies subjects. This is in an effort to overcome concerns about the erosion of students' sense of nationalism.

Writing this article is certainly not without purpose. It is hoped that this paper can provide information and knowledge about educational discussions about the level of effectiveness of the social inquiry learning model in fostering a sense of nationalism in students in social studies subjects. The lack of research diversity related to the application of learning models to a sense of nationalism led the authors to conduct this research study.

B.   METHOD
Location and Research Subject

This research was conducted at SMP Muhammadiyah 6 Bandung with the address at Gg. H. Gojali No. 134, Sukagalih, Kec. Sukajadi, Bandung City, West Java 40162 which was built on a land area of 1,120 m2. The subjects in this study were class VIII students of SMP Muhammadiyah 6 Bandung. Specifically, class VIII-A is used for the experimental class and class VIII-B is used for the control class.

Research Methods

In this section, the tendency is explicitly conveyed that research is carried out with a quantitative approach. Creswell (2017: 32) admits that the quantitative approach is a research approach that tests objective theory by looking at the correlation between the variables. These variables can be measured using instruments which, in terms of the amount of data, can be analyzed using statistical procedures.

Based on the research method that has been determined, further in this section the research design used is a quasi-

experimental design with "The nonequivalent control group design". Sugiono (2010) suggested that the "nonequevalent control group design" was almost similar to the "pre-test - post-test control group", but in the experimental and control classes no random selection was made.

The quasi-experiment is composed of four stages, including: 1) determining the control and experimental classes; 2) providing pre-tests in the control and experimental classes; 3) Giving treatment to the experimental class other than that no treatment is given to the design with the control or experimental class, the selection cannot be done randomly (random).
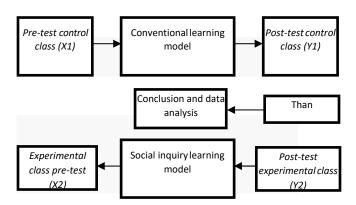
As for taking the sample using purposive sampling. Therefore, the research carried out included control and experimental classes. This design was chosen because in research with one experimental and comparison class which was initiated by giving pre-tests to both classes, then there was treatment (treatment) only in the experimental class. Then at the end of the research, a final test (post-test) was given to both classes as well as a student response questionnaire to the experimental class.

Data collection techniques and research instruments used in this study included documentation studies, tests (description tests & multiple choice tests), questionnaires, literature studies. Data analysis was carried out through the process of descriptive statistical analysis and inferential statistical analysis. As for the research procedures: carrying out pre-observation & orientation, compiling learning instruments & tools, testing instruments, conducting pre-tests, implementing learning models (treatment), holding post-tests & giving questionnaires, analyzing data & testing hypotheses, making report results study.

Research Paradigm

The research paradigm is defined as a pattern of thinking by examining the relationship between the variables studied and describing the formulation of the problem and its types by carrying out the research. In addition, the research paradigm also describes the theory used in formulating the hypotheses, the type and number of hypotheses and the statistical analysis techniques used.

Based on the description above, the researcher provides a formulation in the research paradigm including:

Picture 1. PTK Steps Model Kemmis and Taggart
(Source: Arikunto, 2010, p. 16)

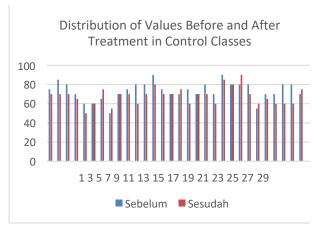## C.   RESULT AND DISCUSSION
Analysis of Research Result

1. **Differences in Students' Sense of Nationalism Between Before and After Learning in the Control Class Without Using the Social Inquiry Learning Model in Social Studies Subjects**

   The research was conducted as an effort to see that there was a difference in the sense of nationalism of students in social studies subjects by finding the proportion of each study population with different learning models.

   Judging from the results of the calculation of the differences before and after treatment in the

control class, the sense of nationalism of students in social studies subjects needs improvement. Because fundamentally that social studies learning includes all behavior and needs in order to maintain life, including in the social or human context as members of society. More specifically according to Mulyasa (2006: 133) that through social studies learning, students are expected to be able to become democratic and responsible Indonesian citizens as well as peace-loving citizens of the world. Therefore, IPS learning should be able to foster a sense of nationalism in students.

In order to get a clear picture of the differences in students' sense of nationalism between before and after learning in the control class without using the social inquiry learning model in social studies subjects, the results are described in the form of a diagram below.

Picture 2. 1 Clustured Diagram of Students' Sense of Nationalism Between Before and After Learning in Control Classes Without Using Social Inquiry Learning Models in Social Studies Subjects

(Source : Researcher)

The table above describes the statistics on changes in the sense of nationalism of students in the social studies subject on the growth and development of the national spirit. It was shown that there were 6 students in the control class who experienced changes in the increase in material growth and the development of the national spirit. On the other hand, 5 students got consistent results and 19 experienced a decrease in the material for the growth and development of the national spirit.

Evaluation of the results of social studies subjects before and after the treatment is based on the concept of learning outcomes to be a model in the next learning process. That is, learning means learning activities carried out by teachers and students. The learning process becomes a system in learning.

Each learning model certainly has its own advantages and disadvantages. In the current situation, the application of the conventional learning model (varied lectures) has drawbacks as stated by Purwoto (2003:67), namely the conventional learning model in its process is quite one-way so that students become passive. This is because the provision of learning with the lecture method and students do not have the opportunity to find their own solutions regarding the concepts being taught.

Judging from the situation and conditions of online learning during the Covid-19 pandemic, creative and effective learning packaging is urgently needed. So it is reasonable if the control class with a conventional learning model gets results that tend to decrease because students are bored with one-way (passive) learning. In addition, Social Sciences material on "The Growth and Development of the National Spirit" is the last

material in Social Studies learning so that the level of psychological motivation or enthusiasm of students has decreased.

This is predicted according to the statement of Snyder (1968) who considers that in the development of nationalism an important role is needed from one's psychological motivation. So some of the things above are one of the reasons why there is a change in students' sense of nationalism in social studies subjects in the control class which tends to decrease.

2. **Differences in Students' Sense of Nationalism Between Before and After Treatment in Experimental Classes Using Social Inquiry Learning Models in Social Studies Subjects**

In the opinion of Sapriya (2009) as stated that social inquiry learning strategies are expected to help the community in solving various social problems that have an impact on a better life. It can be connected that social inquiry must contribute to the process of fostering a sense of nationalism in students on social studies subjects. Due to the nature that learning talks about the process of developing knowledge, skills or attitudes as a person's interaction with information and the environment. Therefore, through learning, appropriate strategies and arrangements are needed to be able to solve a social problem effectively.

This study seeks to present the level of effectiveness of the social inquiry learning model in fostering a sense of nationalism in social studies subjects by looking at differences in students' sense of nationalism between before and after treatment in the experimental

class. Through two meetings in the experimental class, it will be seen the difference in the sense of nationalism of the students by using the social inquiry learning model strategy in social studies subjects.

Based on the results of this study, it shows that learning has a core that the teacher in presenting material can associate with relevant concepts that already exist in the cognitive structure of students. Although the process is still not perfect according to the concepts and objectives of the social inquiry learning model.

In the experimental class, in general, the research activities on the application of the social inquiry learning model in fostering a sense of nationalism in social studies subjects were divided into 3 main activities. The main activities include initial (pre-test), core (treatment), and final (post-test) activities. At the first meeting a pre-test was given which was then followed up with treatment based on the RPP for the first meeting with the LKPD. Furthermore, at the second meeting, treatment was given in the form of LKPD at the second meeting and closed with a post-test.

Judging from the transition from the first meeting to the second meeting, it appears that there is a difference before and after giving treatment in the experimental class. As an effort to strengthen in answering the differences in students' sense of nationalism in social studies subjects in the experimental class between before and after treatment, it was explained using a quasi-experimental method. This experimental class calculation was statistically tested using IBM SPSS Statistics version 20.

This shows that the social inquiry learning model is designed to foster the ability to solve a social problem. Social inquiry is designed to be adapted using principles related to existing social problems. Therefore being able to social inquiry requires students to seek and find answers or conclusions from the questions at issue related to efforts to foster a sense of nationalism in social studies subjects.
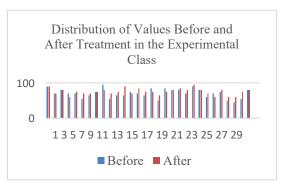
Wina Sanjaya (2010: 205) admits that implementing a social inquiry learning model strategy requires principles that must be considered by a teacher. The principles applied to the social inquiry learning model in the experimental class are oriented towards intellectual development, interaction, asking questions, learning to think, and openness.

In addition, the social inquiry learning model is a synchronization between teaching theory & learning theory which has a systematic procedure. This was also reinforced by Najmuddin (2004) who stated that one of the benefits of the social inquiry learning model is to generate high learning motivation. In addition, several previous studies, especially research conducted by Dwi Yuliana, benefited from the social inquiry learning model in social studies class VIII.

This explanation is true in the experimental class using the social inquiry learning model. This lies in the active activities of students in social studies learning by acting in response and providing feedback so that two-way learning is created. Active students who show enthusiasm in participating in learning give increased post-test results.

With this social inquiry learning model, students in the experimental class can further develop their own abilities in observing existing problems and finding the right solution. This is done by solving a problem in the syntax of the social inquiry learning model that has been packaged with the help of properties in the form of worksheets.

Based on the description above, a conclusion can be drawn that the social inquiry learning model can foster a sense of nationalism in students in the experimental class on social studies subjects. This is evidenced by the graph below.

Picture 3. Clustured Diagram of Students' Sense of Nationalism Between Before and After Learning in the Experimental Class Using the Social Inquiry Learning Model in Social Studies Subjects

(Source : Researcher)

The table above describes the statistics on changes in the sense of nationalism of students in the social studies subject on the growth and development of the national spirit. This was shown that there were 17 students in the experimental class who experienced a change in increase in the material "Growing and Developing the National Spirit". On the other hand, 7 students got consistent results and

5 experienced a decrease in the material on the growth and development of the national spirit.

Based on the presentation of the results of the analysis above which is associated with existing theories, it can be said that there is a difference in students' sense of nationalism between before and after learning in the experimental class using the social inquiry learning model in social studies subjects. This is predicted according to the statement of Snyder (1968) who considers that in the development of nationalism an important role is needed from one's psychological motivation. So that some of the things above are one of the reasons why there is a change in the sense of nationalism of students in social studies subjects in the experimental class which tends to increase. So, the answer to the formulation of this problem is that there are differences in students' sense of nationalism between before and after treatment in the experimental class using the social inquiry learning model in social studies subjects.
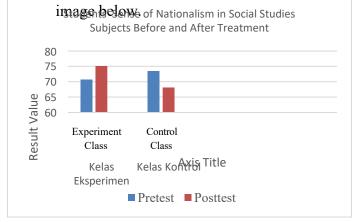
3. **Significant Differences Between the Ability of Experimental Class Students Using the Social Inquiry Learning Model and Control Class Students Without Using the Social Inquiry Learning Model in Fostering Students' Sense of Nationalism in Social Studies Subjects**

During the implementation of learning at the first meeting and the second meeting, by applying two different learning models on social studies subjects in the experimental class and the control class there was a significant difference. Significant differences can be seen from the results of the

initial test, core activities, and the final test. This difference was shown because of the treatment given in the experimental class using the social inquiry learning model and the control class without using the social inquiry learning model or conventional learning models (varied lectures).

This means that there is a difference in the average sense of nationalism of students in social studies subjects between the experimental class and the control class or in other words the application of the social inquiry learning model with conventional learning models will produce a sense of nationalism in students in different social studies subjects.

Therefore, it can be said that there is a significant difference between the abilities of students in the experimental class who use the social inquiry learning model and those in the control class without using the social inquiry learning model in fostering a sense of nationalism in students in social studies subjects. The overall picture of students' sense of nationalism in social studies subjects before and after treatment can be seen in the image below.

Picture 4. Graph of Student Nationalism in Social Studies Subjects Before and After

Treatment in Experimental and Control Classes

(Source : Researcher)

In the graph above the bar section is explaining the proportion of several populations. A clear comparison of the results of the average value of applying the social inquiry learning model in fostering a sense of nationalism of students in social studies subjects in the experimental class is shown with the application of conventional learning models in fostering a sense of nationalism in social studies subjects in the control class both before and after treatment .

This is reinforced by looking at a quasi-experimental difference. The researcher conducted a pre-test in the initial activities to obtain data on the level of students' understanding of the material to be delivered in the first cycle of research in both the experimental class and the control class. The results of the initial tests in the two classes showed differences but both were still below average so that action was needed to increase the sense of nationalism of students in social studies subjects with the focus of this research on the material Growing and developing the national spirit of class VIII even semester.

On the other hand, there were different responses from experimental class students. When giving treatment the teacher is not completely with the lecture method but through several stages. The steps taken include simulation, problem statement, data collection, data processing, verification, and generalization. In the process of social inquiry learning, students are guided to be able to solve existing problems with the ability to think

critically with the ability of creativity and imagination of students. Because in social inquiry, students are assisted to be able to understand the concept in depth regarding the growth and development of the national spirit.

From there the use of the social inquiry learning model in social studies learning can bring out a sense of nationalism in students. In the experimental class this was shown by the students responding well and being quite active, besides that the portfolio results in the form of worksheets were done well. In this study, we looked at the level of effectiveness of the social inquiry learning model through the quasi-experimental method by looking at the differences in pre-test and post-test results between the experimental class and the control class.

So, based on the results of field data analysis with existing theoretical studies, it can be said that there are differences. This difference indicates a significant difference between the abilities of students in the experimental class using the social inquiry learning model and those in the control class without using the social inquiry learning model in fostering a sense of nationalism in social studies subjects. This is studied based on field facts and results of material values or calculated using statistics.

Talking about the level of effectiveness of the significant differences between the two classes, this study was studied according to the needs and the environment with the aim of being able to present it from the side of each specific learning model. The effectiveness indicators used refer to the effectiveness theory of Sinambela

in collaboration with several effectiveness indicator theories.

So a conclusion can be drawn on the indicators of the effectiveness of social inquiry learning models that are said to be effective compared to conventional learning. This is said if the average activeness of learning activities and the average learning achievement (students' sense of nationalism in social studies subjects) of students who use the social inquiry learning model is higher than using conventional learning.

Based on the data distributed in the field, it is shown that the average results of students' scores on the material "Growing and Developing the National Spirit" have significant differences. This was analyzed according to the approach and indicators of effectiveness as well as quasi-experimental methods that were tested statistically. The difference was found that in cultivating a sense of nationalism students in social studies subjects showed an up (growing) cycle in the experimental class and a down (not growing) cycle in the control class.

In addition, based on the calculations performed using the N-gain score test above, it is presented that the average value of the N-gain score in the experimental class using the social inquiry learning model is 1.04 with a minimum value of -300 and a maximum of 71. While in the control class obtained an average N-gain score using conventional learning models of -28.73 with a minimum value of -100 and a maximum of 50. So that it can be interpreted with the criteria for the level of effectiveness according to Melzer in Syahfitri (2008:33) that the experimental class includes high effectiveness and control class with

a low level of effectiveness. So there is a significant difference between the control class which has a low level of effectiveness and the experimental class with a high level of effectiveness.

D. CONCLUSION

Based on the results of the analysis and processing of research data conducted regarding the effectiveness of the social inquiry learning model in fostering a sense of nationalism of students in social studies subjects through the initial test - treatment - final test stages, the results obtained from data processing in the previous chapters, it can be drawn a conclusion:

1. There is an influence of students' sense of nationalism on social studies subjects in the control class using conventional learning models but in a decreasing manner. Indicated by a significant sig(2-tailed) 0.002 which is less than the value of a = 0.05 and the t value of 3.477 (positive). The results of the t count are positive because the average value of the pre-test results is higher than the average post-test results. So it is said that there is a decreasing effect of the difference.

2. There is an increasing influence of students' sense of nationalism on social studies subjects in the experimental class using the social inquiry learning model. Indicated by a significant sig(2-tailed) of 0.018 which is less than the value of a = 0.05 and the calculated t value of -2501 (negative). The results of the t count are negative because the average value of the pre-test results is lower than the average

post-test results. So it is said that there is an increasing effect of the difference.

3. There is a significant difference between the control class and the experimental class before and after the treatment. Based on the calculation results, the sig sig (2-tailed) value shown in the Equal Variances Assumed column is both 0.004. This value is interpreted to be smaller than the value a = 0.05. The effect of this difference involved the test results and student responses in the experimental class being higher than the test results and student behavior in the control class. This is evident from the change in the mean (average) value of the experimental class which is higher than the mean (average) value of the control class. In addition, based on calculations carried out using the N-gain score test, it is presented that the average value of the N-gain score in the experimental class using the social inquiry learning model is 1.04 with a minimum value of -300 and a maximum of 71. Meanwhile in class control obtained an average N-gain score using conventional learning models of -28.73 with a minimum value of -100 and a maximum of 50. So it can be interpreted that there is a significant difference between the control class which has a low level of effectiveness and the experimental class with a level of effectiveness tall.

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