

## Implementation of Jurisprudential Inquiry Model to Improve Social Skills and Learning Outcomes of Elementary School

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### ABSTRACT

The study on the implementation of the Jurisprudential Inquiry Model (JIM) has been conducted at SDN Naioni 1, Kupang, Indonesia. This study will describe the model for implementing JIM to improve social skills and student learning outcomes using the classroom action research method following the McTaggart and Kemmis models on the 29 students. As a result, cycle I showed an increasing value of 2.57% to 3.33% in the sufficient and good categories, respectively. On the other hand, the social skills of students in social studies learning during the learning process showed an increasing value of 2.54% to 3.45% with good and outstanding categories, respectively. These results also affect the Minimum Completeness Criteria in cycle II. In conclusion, we propose implementing the jurisprudential inquiry model to improve fourth-grade students' social skills and learning outcomes at SD Negeri 1 Naioni Kota Kupang.

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## 1. INTRODUCTION

In the current era of globalization, the rapid development of Science and Technology requires quality human resources. Education is one way to improve the quality and quantity of human resources [1]. Education is a fundamental component of life for the nation's and the state's growth, so the government has made several attempts to improve the quality of education to make it a reality. These activities involve curriculum development and improvement.

The education received in primary school is the foundation for the following level of education. Primary education aims to equip students with the skills necessary to develop as individuals, members of society, and citizens [2]. Hence, students require education that will educate them to have proper comprehension. In this situation, an educator must have a learning approach that assists students in comprehending and mastering the learning material to influence student learning outcomes.

In practice, educators neglect the compatibility between the learning model and the topic to be taught and pay less attention to student's social skills during the learning process. The challenges, particularly those at SD Negeri 1 Naioni, Kupang, are becoming increasingly complex. One of them is that student's capacity when getting instruction is relatively low, affecting their learning outcomes. Students are rarely allowed to express their viewpoints, and the teacher does not promote students' critical thinking skills when tackling social problems, particularly those connected to social studies topics.

As a factor influencing the quality of learning, teachers should select a learning model capable of delivering the learning objectives to be attained and enhancing student's social skills and learning outcomes.

Hence, the instructor plays a crucial role in teaching and learning to encourage classroom participation. So students do not believe that social studies learning consists solely of memorization and is not engaging.

In Social Science, learning is a subject that explores an event, facts, concepts, and generalizations linked to social issues. This is a subject that investigates an event that is related to points, ideas, and conceptions [3]. Moreover, Social Science is a field of a study investigating social symptoms and difficulties associated with this aspect of life. Students can receive firsthand experience and learn holistically, genuinely, honestly, and actively through social studies [4]. Following the ideals and spirit of nationalism, social studies are crucial for students to transition from childhood to adulthood.

To overcome the problems and their root causes, the JIM model has been picked as the most effective learning strategy. The jurisprudential inquiry learning model is social learning that encourages students to be attentive to societal problems and to take responsibility for and engage in solving these problems [5]. The JIM is a learning model that develops cognitive, affective, and psychomotor aspects in a balanced manner so that learning is deemed more meaningful and trains students to be able to work in groups and train children's social skills so that they do not become isolated individuals [6]. So far, social skills include the ability of students to communicate and cooperate with others [7]. In addition, social skills are a set of behaviors involving interactions with others and the surrounding environment that enable an individual to be positively accepted in the educational setting [8]. In this study, students could collaborate and discuss solving a social problem that arose in their environment.

The JIM learning model is a learning paradigm that improves students' skills to reflect on the nature of social life, particularly their own lives, life in society, and efforts to address social problems. Such learning environments will motivate the student to study social studies. Therefore, the Implementation of Jim (Jurisprudential Inquiry Model) to Enhance Social Skills and Learning Outcomes of Elementary School Children" refers to the problems above and seeks to determine the growth in social skills and student learning outcomes.

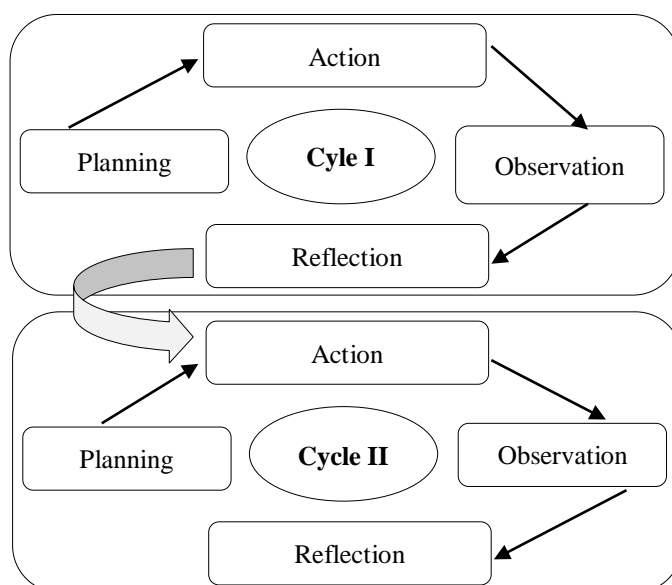
## 2. METHOD

### General

The study is class action research (Classroom Action Research) conducted on 29 students, divided into 11 male students and 18 female students at SDN 1 Naioni, Kupang City. As our consideration of the method requires multiple cycles that necessitate a successful teaching and learning process in the classroom, we collect the data during the school year.

### Procedure of Data Collection

This classroom action study consists of four components: preparation, action, observation, and reflection. Hence, one cycle refers to a round of activities consisting of planning, action, observation, and reflection (Fig. 1).



**Figure 1.** Classroom Action Research

Data collection techniques in this study are (1) observation and (2) test of learning outcomes. During observations, there are two types of observations made in this study (a) observation of the teacher (researcher) during the learning process and (b) observation of the student's social skills. Moreover, observation of social skills was carried out using student observation sheets. On the other hand, the second collection technique is a test of learning outcomes, a test as an assessment tool in the form of questions given to students to get answers from students [9].

### Data Analysis

Data analysis techniques in this study were collected during pre-action, in-action, and after the learning action. The following data must be evaluated for this Classroom Action Research (1) the observation data, measurement of the rating scale in the learning process with the JIM model, wherein the higher the value produced, the better the learning, and the lower the value gained, the worse the learning activity. The equation for calculating teacher and student activity data as follows:

$$P = \frac{f}{N} \times 100\% \quad (1)$$

Symbols as:

P : proportion number

f : observed aspect frequency

N : the total number of activities

The results of observing the implementation of the JIM model are converted with the following criteria:

Table 1. Table of Observation Assessment Category [10]

Score	Category
1.00 – 1.99	Not enough
2.00 – 2.99	Enough
3.00 – 3.49	Good
3.50 – 4.00	Very well

Moreover, second evaluation is the data on student learning outcomes, to determine student learning outcomes by calculating the average value using the formula:

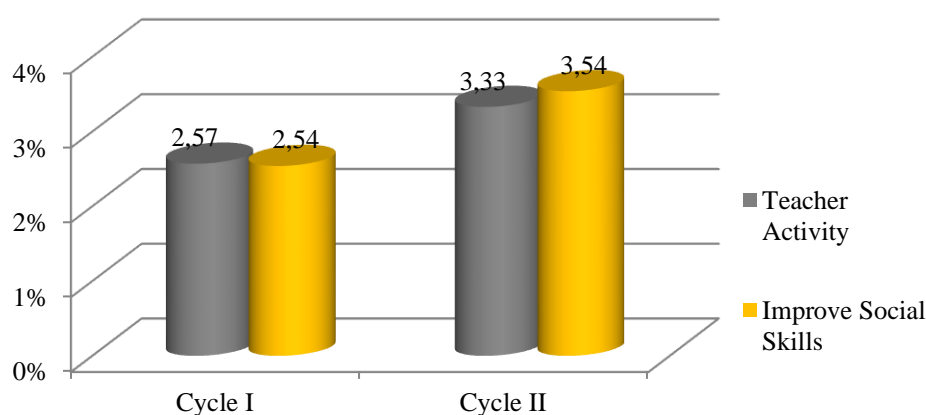
$$RK = \frac{\text{Total student final score}}{\text{Total student number}} \quad (2)$$

Symbols as:

RK : Average of a Class

### 3. RESULT AND DISCUSSION

In cycle I, the research results showed a value of 2.57 % in the good category, while in the cycle II, the value increased to 3.33 % in the good category. This demonstrates that the teacher implements the learning model effectively and that students can comprehend the concepts. Meanwhile, the research results in cycle 2 revealed that student's social skills improved from cycle I, with a value of 2.54 %, to cycle II, with a value of 3.54 %, which indicated sufficient and outstanding criteria, respectively (Fig. 2).

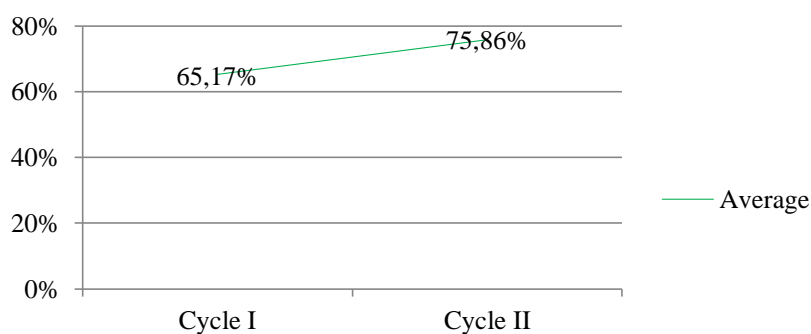


**Figure 2.** The relationship between teacher activity and student's social skills

Based on the diagram above, the teacher's activity and students' social skills during the learning process in cycles I and II of each category were effective. Students' motivation and curiosity caused this situation to be responsive to social problems, and students' desires arose to take responsibility and participate in finding solutions to the issues studied. This data revealed that learning activities aim to construct their own knowledge [11].

Interestingly, the results of observations of student's social skills showed that their social skills had increased (Fig. 2). This is because in the learning process, by applying the JIM model, students are given the freedom to express their opinions and cooperate in discussions. In addition, the JIM model is also a learning approach that invites students to be responsive to social problems as well as students' desire to find solutions to these problems [12].

Furthermore, we can find out the increase in student learning outcomes by applying the JIM model by comparing the mean test of student learning outcomes in cycles I and II. The results showed that the mean test comparison values on the average  $\Sigma$ value in cycles I and II were 65.17% and 75.86% with the category of fair and good, respectively (Fig. 3).

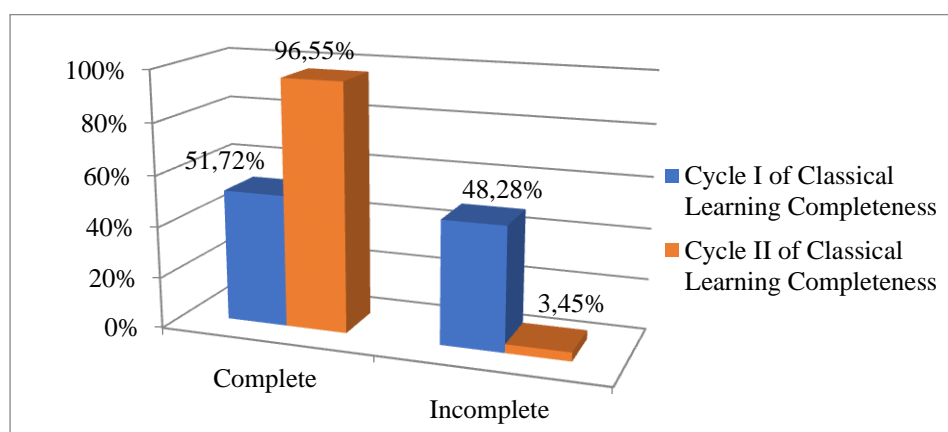


**Figure 3.** Diagram of the mean test in cycles I and II

Based on the diagram above, it can be concluded that the implementation of learning with the JIM model has increased in each cycle; therefore, this study ended in cycle II. This indicates that the JIM learning model can improve student learning outcomes because, in the learning process, students are allowed to solve their problems and have the freedom to express their opinions [13].

Furthermore, indicators of improving student learning outcomes are measured as Minimum Completeness Criteria (MCC) scores. In the JIM learning model of the cycle I, the number of students who reached the MCC was 15, with a percentage of 51.72%, while those who were still under the MCC were 14, with a percentage of 48.28%.

On the other hand, the number of students who reached the MCC in cycle II was 28, with a percentage of 96.55%, while only one student had not reached the MCC, with a percentage of 3.45%. Interestingly, the provision of tests in cycle II indicates an increase in students completing their learning following MCC [14] (Figure 4).



**Figure 4.** Comparison diagram of Mastery of Classical Learning Outcomes

Learning outcomes are a final assessment of the process and introduction that has been carried out and will be stored for a long time and will not even be lost because learning outcomes shape students' ways of thinking [15]. In addition, learning outcomes are abilities children acquire after learning activities. Students can improve learning outcomes by implementing the JIM learning model [16].

#### 4. CONCLUSION

The results of classroom action research show that the JIM learning model applied to fourth-grade students can improve social skills and student learning outcomes. There is a significant increase from cycle I to cycle II in obtaining social skills and learning outcomes for students, so this method is believed to be a good method to be applied to students in class IV SD Negeri 1 Naioni Kota Kupang, Indonesia.

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