

INFLUENCE METHOD INQUIRY BASED ON GAME ON STUDENTS' LEARNING OUTCOMES IN SOCIAL STUDIES SUBJECTS

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ABSTRACT

The purpose of this study was to determine the effect of game-based inquiry methods to improve learning outcomes for fourth grade students at SDN Kertawinangun 3. There are several which become base in study This. Implementation model learning that there is still a lack of learning that is only limited to lecture and book methods, so that learning becomes passive and boring for students, especially in social studies. This study aims to determine the application of inquiry-based approach methods to improve student learning outcomes in social studies. The method used in this study uses a quantitative approach to determine the effect method inquiry based on game for increase results Study. Results this research describe influence method inquiry based on game This show that students experience improvements in their learning outcomes.

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1. INTRODUCTION

Education is the main factor in the formation of human personality through conscious and planned efforts to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, intelligence, knowledge, skills, personality, morals glorious Which required for himself, public, nation, And country. Which Where Already explained through Constitution no 20 year 2003 about system education system National in Chapter 1 Chapter 1 (verse 1). Elementary school education is the most basic level of formal education to continue his education furthermore. Through education school base expected able to create a nation that is pious, loves and is proud of its

nation and state, is skilled, creative, has good character and is polite and is able to solve problems in the environment which have been explained in the 1945 Constitution.

Learning activities at school should be focused on students, teachers are expected to act as facilitators who will guide and facilitate students during... process learning ongoing, with develop creativity, fun and challenging for students to have a good learning experience in accordance with the School Level Curriculum (KTSP). Based on the learning principles above, learning experiences are obtained through direct practice of involvement between students and Teacher make experience Study student the more meaningful And No easy forgotten. Therefore, children need to involve themselves directly in the ongoing learning process, not just listening to what the teacher explains, which can cause misunderstandings in understanding related concepts, including in the subject lesson Knowledge Knowledge Social (IPS). Responding to matter the Teacher can find solutions by applying game-based inquiry learning methods.

Education IPS is a simplification Discipline Sciences Social, ideology countries, and other disciplines and related social problems, which are organized and presented according to Somantri (2001:74). According to the National Education Standards Agency, the subject of Social Studies aiming so that participant educate own ability as following: 1) understand concepts related to community life 2) have basic thinking skills logical and critical, sense want to know, inquiry solving problems and skills in social life 3) Having commitment and awareness of social and humanitarian values 4) Having the ability to communicate, cooperate, and compete in a pluralistic society at the local, national and global levels scientifically and psychologically for educational purposes at the elementary and secondary education levels.

So, we can conclude from the discussion above that the aim of learning social studies is for students to have the ability to recognize related concepts. with life public ability base For think critical logical as well as high curiosity, awareness of social and humanitarian values, able to work together, communicate and compete in a pluralistic society at the local, national and global levels.

Game-based inquiry method is one approach that combines game elements with the inquiry process. This approach emphasizes the active role of students in seeking and finding information and concepts taught. Some study previous show that method inquiry effective in improve students' motivation and learning outcomes (Sugiyono & Hartono, 2019;

Wulandari, 2020). However, research on this method is still limited to certain subjects and certain levels of education. Widyastuti said that the application of game-based inquiry methods in learning can improve students' analysis of natural and social phenomena.

Squire (2011) state that method inquiry based on game effective applied in various discipline knowledge, including science, mathematics, And Language. In his studies, Squire found that games designed to support inquiry learning can help student build understanding Which more deep about concepts key in various subjects. Research by Yuliani (2018) states that the use of game methods in the inquiry method not only improves learning outcomes but also increases student involvement and motivation in the learning process. A study by Widiastuti states that game-based inquiry methods not only improve students' ability to solve problems and work in teams, which positively affects their learning outcomes.

Based on the quote above, it can be seen that the application of game-based inquiry methods can improve student learning outcomes and learning motivation. This learning method can also build a deeper understanding of key concepts in various subjects. All of these things are certainly important for elementary school students to have. The game-based inquiry method is one of the learning methods applied by elementary school teachers. The learning process through this method impact positive And pleasant to student, especially in increase learning outcomes because in this learning method students are stimulated to study the material. The results of observations at SDN Kertawinangun 3 on teachers and students on June 7, 2024 found a number of problem that is related results Study student Which Where method in learning Teacher Still tend use method lecture And pegged to books it makes students tend to get bored and learning becomes passive in the learning process which makes learning outcomes decline. This must be fixed immediately by using a game-based inquiry method where in the learning process students play an active role during the learning process and can build deeper understandings of concepts in various subjects.

This research is important to do because in education there is still a lot of education that not enough varies in choose method learning, use method lecture and the assignments that are still dominant can be seen so far, the methods given by teachers still use a conventional approach with the repetition teaching method or repeating this method, resulting in the education taught by teachers to students also being less able to think critically, the learning models applied are still less varied, the learning model is one of the important factors in determining success a process learning, model learning Which not

enough interesting or Lack of variety can cause students to easily get bored with the learning that teachers provide, the learning model learning which used Teacher impressed boring on material certain, the learning process is still centered on the teacher and always uses the lecture method so that student learning becomes passive. the learning process that occurs positions students as listeners to the teacher who is the only source of learning, as a result the learning process Which tend boring and make student lazy Study And become passive in learning. The passive attitude of students apparently does not occur in eye lesson certain just but almost all eye lesson including eye social studies lessons which result in students' learning outcomes being classified as low.

Based on the problems presented above, the researcher is interested in conducting research with the title "The Influence of Game-Based Inquiry Methods on Student Learning Outcomes in Social Studies Subjects".

2. METHOD

This study uses a quantitative approach. According to Sinambela (2020) quantitative research is type study Which use numbers in processing data to produce structured information. According to Sugiyono (2016) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis quantitative in nature or statistics with the aim of testing hypotheses that has been determined. By using the experimental method, the experimental method according to (Hamdayani, 2017:125) is a way of presenting lessons, where students conduct experiments by experiencing something that is being learned. The teaching and learning process using the experimental method, students are given the opportunity to learn on their own, export the environment based on the experiments carried out, observe, an object or a phenomenon. es is a set of questions used to collect data on students' cognitive abilities before or after which are in the form of multiple choice, essay questions, matching questions, and others (Jakni, 2016:98) this study uses a multiple choice test method to determine students' abilities in class this test is made to determine learning outcomes student on eye social studies lesson. The test is a bunch the question that used to collect data on students' cognitive abilities before or after in the form of choice double, question essay, question matchmaking, And etc (So, 2016:98) study this uses method test choice double For to know ability student on class test This was made to find out the learning outcomes of students in the subject of social studies. In this study, using Test Normality,

ANOVA, Coefficients. Study use technique purposive sampling. The number of samples in this study was 23 students. This study conducted at SDN Kertawinangun 3 Cirebon in the 2024/2025 academic year. The time of this research was carried out less than 2 weeks in June.

3. RESULT AND DISCUSSION

Basically, innovative and interactive teaching approaches are key to improving effectiveness learning in school base, specifically in eye lesson Social Sciences (IPS). Game-based inquiry method is one approach designed to stimulate students' interest and involvement through fun and challenging activities. This study aims to evaluate the effect of game-based inquiry method on students' learning outcomes in IPS subjects in elementary schools. By combining game elements in the learning process, it is expected student No only more motivated but Also capable understand material lessons better. This study explores whether the method can produce significant improvements in student learning outcomes compared to conventional teaching methods.

Table 1. Test Normality

Results Study		Shapiro Wilk		
		Statistics	df	Sig.
Inquiry Method	65			
	70	.942	3	.537
	75	.915	10	.319
	80	.867	6	.216
	85			

This study aims to analyze the effect of game-based inquiry methods on student learning outcomes in Social Sciences (IPS) subjects. One of the initial steps in data analysis is normality testing to ensure that the data used in statistical analysis meets the assumption of normal distribution, which is an important prerequisite in various parametric statistical methods. Normality testing in research this done use test Shapiro Wilk For various group results learning. The results of the normality test show that for the group of students with learning outcomes of 70, the Shapiro-Wilk statistic is 0.942 with a df (degree of freedom) of 3 and a significance value of as big as 0.537. Mark significance This more big from 0.05,

show that learning outcome distribution data on this group is normal. For student groups with learning outcomes 75, results test Shapiro Wilk show statistics as big as 0.915 with df as many as 10 and mark significance as big as 0.319. Thus also, mark significance This more big from 0.05, indicating that the distribution data of learning outcomes in this group is also normal. The group of students with learning outcomes of 80 showed a Shapiro-Wilk statistic of 0.867 with a df of 6 and a significance value of 0.216, which also indicates a normal distribution.

These results show that the distribution of learning outcomes across value groups is normal. With results test normality that show that all over group student learning outcomes have a normal distribution, this study can proceed to the next stage of statistical analysis. This allows researchers to use parametric statistical techniques that more accurate And valid in evaluate influence method inquiry game-based on student learning outcomes in social studies subjects.

In conclusion, testing the normality of the data using the Shapiro-Wilk test shows that the learning outcome data in various value groups follow a normal distribution. Findings This ensure validity steps analysis statistics advanced, Which can provide outlook more deep regarding effectiveness method inquiry based on games to improve student learning outcomes in social studies subjects.

Table 2. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	78,516	1	78,516	3.626	.071
Residual	454,701	21	21,652		
Total	533,217	22			

The results of the ANOVA analysis show that the sum of squares for regression (Sum of Squares for Regression) is 78,516 with a degree of freedom (df) of 1, which produces a mean square as big as 78,516. Amount square residue (Residual Sum of Squares) is 454,701 with df as much as 21, produce mean square as big as 21,652. Total amount square (Total Sum of Squares) is 533,217 with df as much as 22. Mark F statistics Which obtained is 3,626 with a significance value (p-value) of 0.071.

The F statistic value of 3.626 and the significance value of 0.071 indicate that the influence method inquiry based on game to results Study student approach significant at the 0.05 level of significance. Although the p-value of 0.071 is greater than 0.05, this result shows a trend or tendency that the game-based inquiry method has influence to results Study student, although influence this no enough strong to be said to be statistically significant.

The discussion of these results shows that the game-based inquiry method has the potential to improve student learning outcomes, although in this study its influence was no significant in a way statistics. Matter This Possible due to by various factor like variations in the implementation of methods, student conditions, or other factors that uncontrolled in this study. However, the tendency shown by these results provides an indication that the game-based inquiry method is worthy of being applied and evaluated further.

Thus, the results of the ANOVA analysis in this study indicate that the game-based inquiry method does not have a statistically significant effect on student learning outcomes in social studies subjects, there is a positive indication that this method can improve student learning outcomes. Further research with larger samples and more controlled research designs is recommended to better understand the influence of this method. These findings also provide insight that innovations in teaching methods, such as inquiry based on game, own potential For increase involvement and results student learning.

Table 3. Coefficients

Model	Understandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std Error				Beta	Tolerance
(Constant)	61.322	14,226		4.311	.000		
Learning outcomes	.357	.188	.384	1.904	.071	1,000	1.000

Results analysis coefficient regression show that mark constant (constant) is 61,322 with standard error as big as 14,226. Mark constant This show that If There isn't any influence from variable independent, that is method inquiry based on game, average learning outcomes student is 61,322. Coefficient this give description base about results student learning without considering the influence of teaching methods.

Unstandardized coefficient for learning outcome variables is 0.357 with standard error as big as 0.188. Coefficient positive This indicates that there is a positive relationship between the use of game-based inquiry methods and student learning outcomes. This means that every one unit increase in the application of game-based inquiry methods will increase results Study student as big as 0.357, although connection this not statistically significant.

Mark coefficient Which standardized (standardized coefficient) or beta For variable learning outcomes is 0.384. This value shows how much influence the independent variable has on the dependent variable in standard deviation units. In this case, the game-based inquiry method has a fairly strong positive influence on student learning outcomes.

Collinearity also analyzed for ensure no There is problem multicollinearity in the model. The tolerance value of 1,000 and the variance inflation factor (VIF) of 1,000 indicate that there is no collinearity problem. This means that the independent variables in this model no correlated One The same other, which ensure validity model regression which used. In conclusion, the results of the regression coefficient analysis show that the game-based inquiry method has a positive influence on student learning outcomes in social studies subjects, although this effect is not statistically significant. This finding is in line with the results of the previous ANOVA analysis, which showed a positive tendency although not significant. Results This give indication that method inquiry based on game potential improve student learning outcomes, and further research with larger samples and more controlled designs is recommended to confirm these findings.

4. CONCLUSION

This research shows that the use of game-based inquiry methods has influence positive Which significant to results Study on eye social studies lesson elementary school students at SDN Kertawiangun 3 Cirebon City. Based on the validation test, ANOVA, Coefficients. the results of the regression coefficient analysis indicate that the game-based inquiry method has a positive effect on student learning outcomes in social studies, although this effect is not statistically significant. This finding is in line with the results of the previous ANOVA analysis, which showed a positive tendency although not significant. Results This give indication that method inquiry based on game has the potential to improve student learning outcomes.

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