



Social Inquiry Learning Strategy on News Text Learning in Junior High School

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Abstract. A social inquiry strategy is a strategy or plan to develop students' knowledge abilities to investigate and reflect on social life in society. This research aims to determine (1) how to implement the social inquiry learning strategy to news text teaching material; (2) what are the results of implementing the social inquiry learning strategy to news text learning; (3) how students respond to the implementation of the social inquiry learning strategy in news text learning. This research was a descriptive-explorative type. This research was conducted at SMP Muhammadiyah 1 Surakarta 7th PK-1 grade in October 2022. Data was collected using tests, questionnaires, and documentation. The data validity test technique was triangulation. The results of implementing social inquiry learning strategies to news text learning in student worksheets in questions of predictions before reading show that 90% of students answer all the questions correctly. 76% of students are interested in learning by implementing social inquiry learning strategies to news text learning, and 24% are less interested. The implementation of social inquiry learning strategies to news text learning is effective enough to improve students' learning outcomes in news text learning for the seventh grade of junior high school.

Keywords: Learning Strategy · Social Inquiry · News Text · Learning

1 Introduction

According to the applicable curriculum, Indonesian is studied in elementary school, middle school, and university. Indonesian subjects consist of two concentrations: literature and linguistics [1]. The Merdeka Curriculum is implemented starting this year at various levels of education in Indonesia. The Merdeka Curriculum was born as an answer to improve global superior-quality human resources in the 21st century [2]. One of the objectives of the Merdeka Curriculum is to overcome educational backwardness in Indonesia. With the Merdeka Curriculum, it is hoped that education in Indonesia will follow developed countries by allowing students to choose what they are interested in to study creatively and independently, thereby creating an independent character [3].

A teacher must use a learning strategy to realize effective and conducive learning. A strategy is a plan that will be used long-term and short-term. A teacher chooses a strategy to make learning go according to expectations [4]. In addition to strategy, the selection

of textbooks also affects learning because they are used to achieve learning objectives [5]. The shift in the learning model in Indonesia since the COVID-19 pandemic has significantly changed national education. The blended learning model is used due to the COVID-19 pandemic. The blended learning model combines face-to-face learning (offline) and virtual face-to-face learning (online) [6].

The learning strategy is optimal empowerment in the learning process [7]. The selection of inappropriate learning strategies resulted in students getting bored quickly in participating in learning and being unable to understand the material [8]. Many learning strategies have been made by experts and educational figures in the world to produce maximum learning processes. However, not all learning strategies can be implemented in all teaching materials, especially Indonesian language subjects. In the learning process, learning strategies are as important as choosing learning resources that must be adapted to the teaching materials and students' level of knowledge [9].

In the digital era, or the industrial revolution 4.0, information technology is developing rapidly to get into the world of education [10]. An educator does not just explain and convey material to students. In the Merdeka Curriculum, educators act as facilitators, and students play an active role in the learning process [11].

All educators in Indonesia feel challenges and obstacles. The biggest challenge experienced by almost all educators in Indonesia, especially in the 3T (frontier, outermost, and underdeveloped) regions, is related to information and technology (IT) [12]. Challenges and obstacles that are not followed up will harm students and the learning process [13]. Various educational challenges and obstacles are currently faced by students in online learning, from the internet to parents or guardians of students who cannot afford devices to support online learning [14].

Digital development in the era of the industrial revolution 4.0 requires educators to always keep up with the times, one of which is by increasing pedagogical competence as a professional educator [15]. This increase requires a change in the attitude and mindset of an educator, where they must always be creative and innovative in using and making learning strategies [16]. Besides educators, students themselves also feel the challenges. The era of the industrial revolution 4.0 demands a change that is so fast. This change requires human resources to adapt to the changes and challenges that will be faced [17].

Improving the quality of human resources, especially teaching staff, is the main factor supporting learning in Indonesia today. Technology guidance, training, and seminars are facilities that an educator receives to improve the quality of human resources in national education. All teaching staff, especially Indonesian teachers in secondary schools, must be able to choose and use appropriate learning strategies for the teaching materials that will be delivered to students.

The selection of excellent and effective learning strategies can undoubtedly improve the quality of students in the era of the industrial revolution 4.0. The right strategy can improve the mindset of students to think critically. Appropriate learning strategies are used to achieve learning outcomes and national education goals. One strategy that can help students to be active, think critically, have broad insight, and be highly social is the social inquiry learning strategy. Appropriate and fun learning strategies can optimize the quality of learning and improve students' learning outcomes. Learning outcomes are a measure of the success of students in the learning process. The social inquiry learning

strategy is a student-centered learning strategy that emphasizes solving social problems through testing hypotheses based on data and facts.

Rahmiati et al. (2021) proved that the social inquiry model in learning Al-Quran Hadith could increase students' creativity in learning [18]. [4] also explained that implementing the social inquiry learning model positively influenced students' social studies learning outcomes [19]. In the research by Indrianisari (2018), the social inquiry learning strategy with interactive multimedia media can improve students' competence and learning outcomes [20]. Astuti et al. (2022) proved that the inquiry strategy could increase students' understanding and be used as an alternative learning strategy in social studies subjects [21]. Implementing learning strategies also affects the learning outcomes of fourth-grade elementary school students [22].

Based on the background previously described, the researcher aims to explain (1) how to implement the social inquiry learning strategy to news text learning; (2) what are the results of implementing the social inquiry learning strategy to news text learning; (3) how students respond to the implementation of the social inquiry learning strategy in news text learning.

2 Theoretical Review

2.1 Learning Strategy

Strategy comes from the word *strategia*, which means the art of using a plan to achieve a goal. Strategy is an overall learning plan including methods, models, and approaches [23]. Learning is an activity that involves acquiring and modifying knowledge, strategies, attitudes, and mindsets [24]. Learning strategy is an art and knowledge to carry out learning in the classroom so that the goals can be achieved effectively and efficiently [25]. Haudi (2021) defines a learning strategy as a plan of action that includes using methods as resources in a lesson [26]. Learning strategies are created to realize effective and efficient learning and optimize the teaching and learning process in the classroom. The learning strategy optimizes all components of the learning process [27]. Similar research states that students change from less enthusiastic and less active to more enthusiastic and active when using appropriate research methods [28].

The learning strategy has three components: 1) Learning objectives; 2) Consistency of content or learning materials, adjusted to competency achievements according to the curriculum implemented; 3) Learning management by combining learning approaches, methods, models, media, and tactics [29].

2.2 Social Inquiry

Inquiry comes from English which means a statement or investigation [30]. Social inquiry is considered a strategy oriented to students' experiences. Some link social inquiry with students' ability to reflect on aspects of social life to train students to live independently in a community environment. Supardan (2015) reveals that a social inquiry strategy is a strategy or plan to develop students' knowledge abilities to investigate and reflect on social life in society [31].

The following are the stages of implementing social inquiry: 1) Orientation: determine the object of discussion as a not-too-broad social problem (has boundaries); 2) Hypothesis: formulate a hypothesis for a reference; 3) Definition: explain the terms in the hypothesis in the previous stage; 4) Exploration: test the hypothesis with a logical deduction by connecting the hypothesis with its implications and assumptions; 5) Verification: verify the hypothesis with information, facts, and data in the community; 6) Generalization: the last stage is in the form of problem-solving that can be used.

The development of learning strategies has three characteristics. First, aspects of social problems in class are considered important and able to encourage class discussion. Second, this strategy focuses on the formulation of hypotheses. Third, it gathers information and uses facts as a hypothesis tester [32].

2.3 News Text

News is a report about an incident or event with significant value and is interesting to be published to a broad audience [33]. In Kamus Besar Bahasa Indonesia, the news contains information about an incident or event that is still current [34]. According to Mushtofa (2016), the news is new information presented to readers in an interesting and actual way. Therefore, news text is an incident or event that contains information packaged in an attractive way to be presented to the reader [35].

The Elements of News

Kokasih (2017) mentions the elements of news text known as 5W + 1H [36]:

a) What

This element describes the events that will be published. It contains factual statements to answer the question of what.

b) Who

events to be published.

c) Where

This element describes the scene of the events in the news.

iv) When

This element explains the time of occurrence of an event in the news to make it informative in more detail.

v) Why

This element contains statements to answer the why elements in a news story. It explains why the events in the news can happen.

vi) How.

This element explains the chronology of the cause and effect of incidents or events in a news story. This information must be provided coherently and detailed to avoid misunderstanding news readers [37].

News Structure

According to Subarna et al. (2021), print, digital and audiovisual news has the following structure [38]:

a) **Headline**

It explains the main content of the news and catches readers' attention.

b) **Lead**

It contains events that will be reported. Usually, it has the elements of what, where, when, who, and how (5W+1H) the events could have happened.

iii) **Body.**

It is part of the description in the news text. In this section, the author explains the events reported.

Language Rules of News Text

Subarna et al. (2021) explained that news texts have words and sentences with their own language rules. These rules can be used as characteristics or differentiators from other texts. Here are the language rules of news text:

a) Single sentences or sentences with one clause.

b) Compound sentences or sentences with two or more clauses.

c) Conjunctions or connecting words that have a chronological meaning, such as then, then, after that, and finally.

d) Causality conjunctions, such as cause, due to, and therefore.

e) Pronouns that refer to an event being described and are not a persona.

Writing News

Subarna et al. (2021) mention the steps for compiling or writing a story:

a) **Search news sources**

In searching for news sources, writers can look for news sources and information such as events or incidents, figures who experienced or were present when the event occurred, and literature.

b) **Gather facts**

In gathering the facts of an event, writers can use the 5W + 1H questions.

iii) **Write a plan**

Writers can design using the 5W+1H formula to list questions and answers.

iv) **Edit**

writers re-read and re-examine whether the news follows the writing of the General Guidelines for Indonesian Spelling (PUEBI).

e) **Formulate headline**

The headline is the first part of a news text that readers see [38].

3 Method

This research was descriptive-explorative type. Descriptive-explorative research is used to describe, illustrate, and investigate or explore existing theories to develop and create new theories in the field. This research took place at SMP Muhammadiyah 1 Surakarta 7th PK-1 grade in October 2022.

The design in this study used a single class or without a control class. Data collection used the following techniques:

a. Giving test

Giving tests aims to measure students' understanding abilities. The instrument used in this study was a written test in essay questions of predictions before and after reading. This written test is done according to the three stages of implementing social inquiry learning strategies: orientation, hypothesis, and hypothesis testing. Thus, it can accurately compare the answers from predictions before and after reading [39].

b. Questionnaire

Giving questionnaires in this study was carried out in a structured manner. The questionnaire contains statements regarding implementing social inquiry learning strategies to news text learning. Questionnaires were given to students after learning was over.

iii. Documentation

The documentation in this study was photos and video recordings from when the research was carried out.

The validity of the data was tested to determine the quality of the research so that the data produced could be justified scientifically. The data validity test technique is triangulation. Researchers use this technique by comparing information or data with different techniques [40].

4 Results and Discussion

4.1 Social Inquiry Learning Strategy Implementation

Introduction to Social Inquiry Learning Strategy

The social inquiry approach is implemented through face-to-face learning with Merdeka Curriculum, which is currently being implemented to all seventh-grade at SMP Muhammadiyah 1 Surakarta. Learning is carried out according to the guidelines of the Merdeka Curriculum teaching module. Introducing social inquiry learning strategies aims to make students understand the implemented learning process. The social inquiry learning strategy aims to attract students' attention to follow the learning flow to reason and think critically. The reasoning is connecting one data with another (Huda, 2018). The media used in this lesson are in the form of PowerPoint and student worksheets. Using PowerPoint media that is attractive, simple, and without long texts keeps students focused, so they do not get bored quickly in the learning process. Thus, it can attract students' attention to participate in learning by using social inquiry learning strategies.

The social inquiry learning strategy began with a starting sentence regarding news text teaching materials and continued with introducing social inquiry learning strategies to students. Students can understand the learning flow by implementing social inquiry strategies in this introduction process. The steps for implementing this social inquiry learning strategy emphasize that students think critically and collect information to prove hypotheses.

Providing Examples of Social Inquiry Learning Strategy

After the introduction, the researcher gave examples of learning using social inquiry learning strategies. The researcher's first step was to prepare a statement regarding the news text "Flood" for one of the students with the initials ASAP. Students answered statements from researchers with true or false answers relying on their insights (hypotheses). In the next step, the researcher read the students' news snippets regarding the questions. Students were invited to test hypotheses together by collecting facts. In the final stage, students were invited to formulate conclusions from the analysis results. To ensure students understand the process of implementing this social inquiry learning strategy, the researcher gave a statement to students and then carried out the stages. Researchers make this effort to ensure students understand the implementation of social inquiry learning strategies.

Social Inquiry Learning Strategy Implementation on News Text Learning

After an introduction and understanding of the implementation of social inquiry learning strategies, as many as 21 students of SMP Muhammadiyah 1 Surakarta in seventh PK 1 grade tried to implement social inquiry learning strategies in teaching materials for news texts for Indonesian subjects. Learning begins with a starting sentence in questions about news texts, followed by implementing social inquiry learning strategies. In the first stage (orientation), the researcher distributes student worksheets containing statements of predictions before reading. In working on questions of prediction before reading, students are given directions in work instructions. All students were given five statements, as shown in Table 1.

In the second stage (hypothesis), students made temporary answers with their knowledge. In the third stage (collecting data and testing hypotheses), students read the news text about "The Movement of Young Troops to Protect the Earth" and searched for data in the form of factual statements from predictions before reading the news text. At this stage, students and researchers tested the truth of the facts in the news text "Movement of Young Troops to Protect the Earth" and compared the answers from the predictions before reading with the answers from the predictions after reading the news text. In the last stage (formulating conclusions), the researcher invited students to conclude a comparison of temporary hypotheses (predictions before reading) with the facts found at the hypothesis testing stage.

The implementation of social inquiry learning strategies to news text learning in junior high schools is expected to be a strategy that can make students reason and think critically about a problem. This strategy is expected to make the learning process interesting and fun to give students a good impression [42].

Table 1. Predictions Before Reading

| No | Statement | Before Reading | |
|----|---|----------------|-------|
| | | True | False |
| 1 | Mangroves are the most important ecosystem on the coast. This region has high biodiversity. | | |
| 2 | In addition to preserving nature, mangrove conservation can improve the economy of the surrounding community. | | |
| 3 | Throwing garbage in the mountains will cause natural disasters. | | |
| 4 | One of the objectives of the real action of collecting garbage on the mountain is to increase public awareness. | | |
| 5 | The party that suffers the most from the amount of waste is humans. | | |

4.2 Results from the Implementation of Social Inquiry Learning Strategies to News text Learning

The selection of learning strategies is the main factor that influences the learning process to determine the effectiveness of the learning process and students' learning outcomes [43, 44] shows that implementing inquiry strategies in the learning process can improve students' learning abilities. [45] explained that implementing social inquiry learning strategies in Sociology learning was fun and improved students' learning outcomes. Management effectiveness and learning strategies are crucial to learning success [46]. The more precise the selection of learning strategies, the more effective it will be in achieving learning objectives. From the results of student worksheets, 90% of seventh PK 1 grade students correctly answered all questions of predictions before reading. The results of implementing the social inquiry learning strategy to news text learning show that this strategy effectively improves student learning outcomes in news text learning for seventh-grade junior high school.

4.3 Students' Responses on the Implementation of Social Inquiry Learning Strategies to News Text Learning

Based on the results of implementing the social inquiry learning strategy to news text learning, students' responses to implementing this learning strategy were obtained. 76% of students are interested in learning social inquiry learning strategies in learning news texts, and 24% are less interested. Figure 1 shows students' responses to implementing social inquiry learning strategies to news text learning.

Based on Fig. 1, 16 of the 21 students were more interested in learning by implementing social inquiry learning strategies, and five were less interested. The following are the reasons students are more interested in news text learning by implementing the social inquiry strategy: 1) The strategy can facilitate students in understanding teaching material; 2) The strategy can train students to think critically; 3) The strategy can

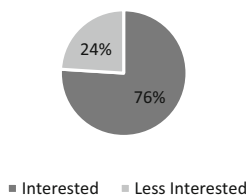


Fig. 1. Students' Responses to the Implementation of Social Inquiry Learning Strategies.

increase students' self-confidence in learning Indonesian; 4) Learning becomes more fun.

In contrast, the following are the reasons students are less interested in news text learning by implementing social inquiry strategies: 1) Conventional learning is considered easier to understand; 2) Lack of critical thinking skills of some students.

5 Conclusion

The conclusion from this study is that the implementation of social inquiry learning strategies has several stages or steps: introduction, giving examples, and implementation of social inquiry learning strategies in news text learning. The results of implementing social inquiry learning strategies to news text learning in student worksheets in questions of predictions before reading show that 90% of students answer all the questions correctly. 76% of students are interested in learning by implementing social inquiry learning strategies to news text learning, and 24% are less interested. The implementation of social inquiry learning strategies to news text learning is effective enough to improve students' learning outcomes in news text learning for the seventh-grade of junior high school.

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