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DATA IN SUMMARY | EDUCATION, LINGUISTIC

Application of Guided Inquiry Method to Developing Students' Creative Thinking Skills in Subjects Integrated Social Studies Class VIII-A UPTD SMP Negeri 1 Sirombu

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Abstract: This study is motivated by the results of observations of researchers during the implementation of the learning process at UPTD SMP Negeri 1 Sirombu in the 2023/2024 academic year which has experienced obstacles in the learning process so that students' thinking skills are still relatively low. This researcher aims to (1) Know the application of the Guided Inquiry Method can develop students' creative thinking skills in Integrated Social Studies Class VIII-A UPTD SMP Negeri 1 Sirombu 2023/2024. (2) Knowing the increase in student understanding after using the Guided Inquiry Method to Develop Students' Creative Thinking Skills in Integrated Social Studies Class VIII-A UPTD SMP Negeri 1 Sirombu Lesson Year 2023/2024. This type of research is class action research (PTK). This research was conducted in class VIII-A with 33 students. The instruments used were teacher and student observation sheets, interviews, and documentation. Based on the results known by researchers in the field, it is known that: (1) The results of observations for teachers in the first cycle activities reached an average of 59%, while in the second cycle activities the teacher's ability to implement the learning process increased from the previous results reaching 85%. (2) The results of student observations on student activities in the first cycle activities reached an average of 77.91% and in the second cycle increased to 92.38%. (3) The results of the learning evaluation in cycle I were 64.62%, and in cycle II experienced an increase from the results of the previous cycle which amounted to 81.03%, the percentage of completeness achieved in cycle I was 39.13%, while in cycle II it reached 95.65%. So it can be concluded that the application of the Guided Inquiry Method provides an increase and understanding of both the teacher and especially to students where students can predict, observe, and explain the results of their observations in the learning process that takes place in the classroom. the application of the Guided Inquiry Method can develop students' creative thinking skills in Integrated Social Studies Class VIII-A UPTD SMP Negeri 1 Sirombu Lesson Year 2023/2024.

Keywords: Guided Inquiry Method, Developing Thinking Skills, Students' Creative Thinking Skills.

1. INTRODUCTION

Education is the main aspect of creating quality human resources. Improving the quality of Human Resources (HR) must be balanced with improving the quality of education. Improving the quality of education can be seen from the success of the learning process. The learning process in educational units is organized in an interactive, inspiring, fun, challenging, motivating students to actively participate and provide sufficient space to develop creativity, and independence in accordance with the talents, interests, and physical and psychological development of learners. Education is a process of increasing thinking power, morals, creativity and skills to develop human potential.

Humans and education are very connected to each other or it can be said that education and humans cannot be separated, because education is the key to future success. The objectives of national education according to Law Number 20 of 2003 article 3 concerning the National Education System

emphasize that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. That way students should develop potential in the course of life.

Education in Indonesia, especially Nias Island, has many problems. Based on observation activities in the field, namely at SMP Negeri 1 Sirombu in Integrated Social Studies subjects, most students are still less active in responding to learning even though the teacher uses various learning methods but students are still lacking in listening, responding to the material presented. During learning activities, things that make students not focus on responding to the material are because students are busy telling stories, pacing outside the classroom, doing homework in other subjects and busy disturbing friends. So that whatever methods and ways the teacher uses to convey the material cannot be understood by students.

The main problem in learning for students is that students' enthusiasm for learning is less than optimal or low. The causes that cause less than optimal are the selection of learning models and the lack of active participation of students in participating in learning, characterized by their lack of competitiveness in responding to questions from the teacher. Likewise, the teacher's teaching method is still conventional. The learning process is still teacher-focused and less student-focused. Only certain students can dominate the teaching and learning activities in the classroom. One of the elements for optimal learning objectives is cooperation. Working together will make someone able to do more things than if working alone. The involvement of students to learn in groups will create an active learning process.

Based on the above problems, efforts must be made to develop critical thinking skills by changing the teacher's learning model from lecture learning to "Guided Inquiry" learning so that it can achieve learning objectives and become a solution to solve problems that arise. Guided Inquiry Method is one of the learning methods where students play a role and think actively, learn independently to solve a problem and find concepts or information themselves with the guidance of the teacher. By using the Guided Inquiry Method, the teacher does not act as a source of information and students as recipients of information but the teacher can make a lesson plan or experimental steps to support learning while helping students focus on understanding a subject matter. Thus, it can train students' understanding and knowledge and thinking power. The environmental approach, inquiry approach, integrated approach and process skills approach are the right approaches to achieve learning objectives. Learning will be more effective if students become more active in learning which will affect student learning outcomes. With the use of guided inquiry method, it is expected that it can develop students' creative thinking ability which is significant in the learning process of Integrated Social Studies.

Efforts must be made to improve student achievement, it is necessary to develop learning methods that can increase student learning motivation and encourage students to be more active and communicative in the learning process. Learning methods that can be applied is one of them guided inquiry learning method. In the description above, the researcher is interested in conducting research by choosing the title: "Application of Guided Inquiry Method to Develop Students' Creative Thinking Ability in Integrated Social Studies Class VIII-A SMP Negeri 1 Sirombu for the 2023/2024 Study Year."

2. LITERATURE REVIEW

2.1. Guided Inquiry Method

According to Syaiful Sagala (2011: 196) states that the inquiry method is a learning method in the form of instilling the basics of scientific thinking in students who act as learning subjects, so that in this learning process students learn more on their own, develop creativity in solving problems. Asking questions and looking for answers yourself, as well as connecting one discovery with another. The

Guided Inquiry Method is a learning method that stimulates a wide range of freedom for students to find passion and the way each student's learning is developed to become creative and productive learning.

Steps in problem solving as a form of approach that is considered quite scientific in conducting investigations in order to obtain a discovery. Guided Inquiry is organizing a learning environment or atmosphere that focuses on students and provides sufficient guidance in finding scientific concepts and principles. The Guided Inquiry method involves students actively in the learning process in order to find the concept of the lesson.

According to Mulyani (2009: 102) that "Inquiry is an extension of the processes of discovery. It further emphasizes the teaching of discovery with certain limits for lower grade elementary school students, then introduces inquiry to students who are above grade level adjusted to their level of intellectual development ". The term method is used in the field of learning or education so that the term becomes a learning method in education or a teaching method.

The Guided Inquiry Method is a method of students finding guidelines or ways of acting consciously for themselves with diverse activities to cover all actions that directly take the object to be studied by means of observation and understanding (Suparmi, N., 2018). The Guided Inquiry method is divided into two parts, namely the first part is open inquiry and guided inquiry. The method researched by the researcher is a type of Guided Inquiry Method which is a method that emphasizes the process of searching and finding subject matter independently with the help of the teacher as well as a guide that will arouse students' curiosity and then consciously try to find answers to all the questions implied in their heads.

Based on the explanation above, the Guided Inquiry Method is one way for students to learn individually actively and efficiently so that students are able to bring up any conflicts in the material and can be resolved properly and thoroughly. However, in this case the teacher's role is to be a promoter who is always ready to respond to every complaint and question of students in every teaching and learning process.

2.2. Creative Thinking Skills

Creative thinking ability is an important aspect in creating an innovation and finding ideas to solve a problem. Creative thinking can train learners to develop many ideas and arguments, ask several questions. (Khoiriyah & Husamah, 2018). According to Djupanda et al. (2015), students who have creative thinking skills will have a creative mindset, have more capture power, also maximize learning outcomes, and be able to think divergently. In other words, students who have creative thinking skills will have a high mindset and capture power when compared to students who do not have creative thinking skills. So students who have creative thinking skills will be able to find ideas and solve problems, therefore creative thinking skills are needed to be possessed in the learning process.

Based on the explanation above, it can be concluded that creative thinking skills have a creative mindset, have more capture power, also learn maximum results and are able to find ideas to solve a problem. In other words, students are able to solve problems quickly.

Critical thinking is a type of higher-order reasoning ability in which individuals demonstrate their ability to scientifically and thoughtfully evaluate phenomena from different perspectives in different contexts to make effective final decisions. This skill requires people to have different skills such as questioning, investigation, evaluation and decision making (Hartini, 2017). According to John Dewey in writing (A. Firdaus et al., 2019), critical thinking is reflective thinking, namely thinking actively, continuously and competently about a belief or an acceptable form of knowledge, and seeing it from a point of view that supports the developed thinking that becomes one's belief (M. Ariyanto, F. Kristin, 2018).

Based on the explanation above, it can be concluded that high-level reasoning ability where individuals demonstrate their ability to scientifically and thoughtfully evaluate phenomena from different perspectives in different contexts to make effective final decisions. Creative Thinking is also relative to thinking actively, competently and continuously. By looking at viewpoints that support the thoughts that are developed into beliefs for a person.

2.3. Learning Outcomes

Learning outcomes are often used as a measure to determine how far a person has mastered the material that has been taught. Learning outcomes can be explained by understanding the two words that make up them, namely "results" and "learning." The definition of results (product) refers to an acquisition as a result of an activity or process that results in functional input. Meanwhile, learning is a process within individuals who interact with the environment to get changes in their behavior. So learning outcomes are the abilities that students have after they receive their learning experience. According to Winkel (Purwanto, 2008) learning outcomes are changes that result in humans changing in their attitudes and behavior So the aspect of change refers to the taxonomy of teaching objectives developed by Bloom including affective and psychomotor cognitive aspects. Agus Waisto Dwi Dose War (2017) states that learning outcomes in Benjamin Bloom are broadly divided into three domains, namely the cognitive domain, the affective domain and the psychomotor domain.

- a. The cognitive domain deals with intellectual learning outcomes consisting of six aspects, namely knowledge or memory, understanding, application, analysis, synthetic and evaluation. The first, second, and third aspects include low-level cognitive, while the fourth, fifth, and sixth aspects include high-level cognitive.
- b. The Affective domain deals with attitudes consisting of five aspects, namely acceptance, response or reaction, assessment, organization, and internalization.
- c. There are six aspects of the psychomotor domain namely, reflex movements, basic movement skills, perceptual abilities, harmony or stability, complex skill movements, and expressive and interpretative movements.

3. RESEARCH DESIGN AND METHOD

This study aims to develop students' creative thinking skills through the application of the Guided Inquiry method in Integrated Social Studies subjects in class VIII-A SMP Negeri 1 Sirombu in the 2023/2024 academic year. The location of this research is SMP Negeri 1 Sirombu, with the research subjects being class VIII-A students. The implementation of the research was carried out in two cycles, each with two meetings for learning and one meeting for the learning outcomes test, for two months in the odd semester. The research procedure began with planning which included the preparation of materials, lesson plans, and learning outcomes tests. Furthermore, the action was carried out in accordance with the planning, followed by observation by the teacher to assess student activity and reflection on the results achieved at the end of each cycle. The research instruments included teacher and student observation sheets, documentation, and learning outcome tests. The data obtained was in the form of qualitative data from observations and quantitative data from learning outcome tests, which were analyzed using a Likert scale and the DEPDIKNAS formula to calculate the value and percentage of student learning completeness. The analysis was conducted to determine the effectiveness of the Guided Inquiry method in improving students' creative thinking skills and their learning outcomes.

4. RESULT AND DISCUSSION

Student learning outcomes obtained at the end of social studies learning by applying the inquiry method. In cycle I has not been said to be successful because there are still some students who score below the specified KKM. This can be seen in table 1.

Table 1. Student learning outcomes for cycle-I

Indicator	Test Score	
	Cycle-I	
	Pretest	Posttest
Highest score	70	80
Lowest score	35	40
Percentage	73,68%	84,21%

Based on the table 1, it can be seen that the percentage of cycle I pretest scores was 42.10% while the post test was 47.36%. So that it can be seen the student learning outcomes of the formative tests carried out at the end of cycle I.

Table 2. Student learning outcomes for cycle-II

Indicator	Test Score	
	Cycle II	
	Pretest	Posttest
Highest score	80	85
Lowest score	55	60
Percentage	73,68%	84,21%

Based on the table 2, it can be seen that the percentage of cycle II pretest value is 73.68% while the posttest value is 84.21%. So that it can be seen the student learning outcomes of the formative tests carried out at the end of cycle II.

Table 3. Results of Observation of Students' Creative Thinking Ability

Indicator	Test Score			
	Cycle I		Cycle II	
	Pretest	Posttest	Pretest	Posttest
Highest score	80	85	80	85
Lowest score	55	60	55	60
Percentage	73,68%	84,21%	73,68%	84,21%

Based on the observations of the table 3, it can be seen that the completeness of student learning outcomes in each cycle has increased. The level of learning completeness from cycle I is known to be a pretest of 42.10% and a posttest of 47.36% while in cycle II the level of completeness of pretest learning outcomes was 73.68% and posttest was 84.21%. So the desired target of 80% has been achieved for the completeness of learning outcomes.

4.1. Discussion

The use of guided inquiry methods is suitable for use in the integrated social studies learning process, because guided inquiry methods can attract students' attention and help students' understanding in understanding integrated social studies subject matter delivered by teachers in the classroom, especially in the subject matter of economic actors and the role of economic actors. This can be strengthened in research in cycle I and cycle II which proves that student learning outcomes increase after using guided inquiry methods in the learning process in the classroom. So it can be understood that the use of guided inquiry methods in delivering class material can stimulate and attract students'

attention in following the process of learning activities. That way classroom learning activities can be more interactive and students can receive messages conveyed in every material taught by the teacher. So that the results can improve student learning outcomes.

This research was conducted at UPTD SMP Negeri 1 Sirombu, in this study using the application of the guided inquiry method which was carried out with four meetings in two cycles. In this study, researchers also succeeded in increasing student learning creativity in Integrated Social Studies subjects, especially the actors and roles of economic actors. Students are able to get results by reaching above KKM. At each meeting the researcher presents the assignment, namely with paired discussions and discussions with large groups and presentation tasks (groups). In research, the application of the guided inquiry method has advantages, namely: (1) increase student independence; (2) increase student participation to contribute thoughts because they are free to express their opinions; and (3) train students' thinking speed.

In cycle I, before conducting teaching and learning activities using the guided inquiry method, the teacher first gave instructions on how to use the guided inquiry method to students. This helped students understand how to do their tasks. In its implementation, students can follow the learning process with the learning model according to what is instructed by the teacher and researcher. The improvement of Integrated Social Studies learning outcomes by applying guided inquiry methods can also be evidenced by the increasing results of evaluation tests in each cycle. In line with the theory of learning outcomes according to experts (Sudjana, 2008: 22) learning outcomes are the abilities that students have after they receive their learning experience. According to Purwanto (2004: 85) learning outcomes are a change in behavior, where the change can lead to better behavior, but there are also those that lead to worse behavior.

The results of the analysis prove that student learning outcomes can increase due to improved teacher performance and student activity during the process of teaching and learning activities. Student completeness in cycle II which was above the KKM amounted to 33 students (96.42%) students who had not completed below the KKM amounted to 1 student (3.57%). From these data it can be concluded that learning has improved.

Student completeness in cycle II which was above the KKM amounted to 33 students (96.42%) and students who had not completed below the KKM amounted to 1 student (3.57%). From these data it can be concluded that learning has improved and these results have reached the predetermined success indicator of 80% because the completeness of learning outcomes reached 96.42%.

The results of the teacher observation sheet analysis have improved. Students are more active than the teacher. Students are also more interested in learning. Student incompleteness is caused because there is 1 student who lacks concentration in learning and this student tends to disturb other friends when learning so that the student does not pay attention properly, this is because the student when he comes home from school is only alone at home while the student's parents work until the afternoon so that researchers and teachers conclude that the student lacks attention.

In cycle II learning completeness has reached 96.42% \geq 80% of the success indicators of the predetermined. Thus this PTK proved to achieve success. Improved learning outcomes IPS Terrpadu is due to the application of guided inquiry method involves students actively in learning, and more focused on students, students work in pairs and groups, discussing the problems given by the teacher. Students are required to work together, really learn and have an opinion. This also makes students more relaxed not tense in receiving material. After that students are also taught to dare to present their work in front of the class.

Based on the research described, the application of the guided inquiry method in class VIII-A UPTD SMP Negeri 1 Sirombu Semester I of the 2023/2024 academic year can improve Integrated Social Studies learning outcomes. In line with previous research, this research has differences and advantages, namely: students are guided not only in groups but students are guided individually. This study also has advantages in the student learning observation sheet which increased from the good

category to very good, students look enthusiastic in following the course of the learning process well and can enjoy the learning process.

5. CONCLUSION

Based on the results of research findings and discussions that have been carried out by researchers to develop students' creative thinking skills in class VIII Integrated Social Studies subjects through the Application of the Guided Inquiry Method at UPTD SMP Negeri 1 Sirombu, the researchers can conclude as follows:

- a. The application of the Guided Inquiry Method is a method that emphasizes the process of searching and finding subject matter independently with the help of the teacher as well as a guide that will arouse students' curiosity and then consciously try to find answers to all the questions implied in their heads. In the form of academic achievement, tolerance, accepting diversity, and developing social skills. The application of the Guided Inquiry Method teaches students to have good abilities in communication and in group process skills. The application of the Guided Inquiry Method provides opportunities for students to think independently, be active in finding learning resources, find their own concepts of subject matter through investigation, interact with friends, and work together in groups, while the teacher only acts as a guide, facilitator, and provider of constructive criticism.
- b. In the implementation of the learning process, the teacher's ability to apply the Guided Inquiry Method to develop students' creative thinking skills in Class VIII UPTD SMP Negeri 1 Sirombu has been well implemented. This is indicated by an increase from the results of the teacher observation sheet in Cycle I the average percentage reached 63.33% (Appendix 12, Table 9) classified as sufficient. While in Cycle II the average percentage reached 90.83% (Appendix 30, Table 20) classified as excellent.
- c. In the student activity observation sheet, Cycle I experienced an increase with an average of 57.65% (Table 15). While in Cycle II with an average achievement of 86.05% (Appendix 35, Table 23) classified as good.
- d. Creative thinking skills of students on the subject matter of economic actors in class VIII-A UPTD SMP Negeri 1 Sirombu in the 2023/2024 academic year has increased, where student learning outcomes in Cycle I averaged 66.76 (Appendix 19), with a percentage of completeness of 48% (Appendix 21). In Cycle II, it increased to an average of 85.16 (Appendix 38), with a percentage of completeness of 100% (Appendix 40), the percentage of mastery level is very good. This has reached the target that has been set.
- e. Application of Guided Inquiry Method to Develop Students' Creative Thinking Ability in Integrated Social Studies class VIII-A at UPTD SMP Negeri 1 Sirombu.

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