



Effectiveness of Jurisprudential Inquiry Learning Model to Improve Student Learning Achievement in Geography Subject at SMAN 2 Bengkulu Utara

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Abstract

This study aims to explain (1) How the Jurisprudential Inquiry learning model can be applied to SMA N 2 Bengkulu Utara students to increase their social sensitivity, (2) If the Jurisprudential Inquiry learning model can be applied to SMA N 2 Bengkulu Utara students to improve student learning achievement, and (3) How the application of the Jurisprudential Inquiry learning model can effectively improve student learning achievement at SMA N 2 Bengkulu Utara. The classroom action research methodology was utilized in this study, followed by a quasi-experiment. Tests of learning achievement and observation were used to obtain data. Descriptive analysis and the t-test were employed in data analysis. Class XI IPS 3 students are the research subjects, and classes XI IPS 1 and XI IPS 2 are the experiment and control classes, respectively. The findings indicated that the adoption of the Jurisprudential Inquiry model could boost student learning achievement and social sensitivity and that it can significantly enhance learning achievement at SMA N 2 Bengkulu Utara.

A. Introduction

Talking about the quality of education is a matter of great interest, because it is a problem in the world of education that has not achieved optimal learning outcomes as expected by the government, society and parents. To improve the quality of national education, the government has made various efforts such as curriculum renewal, improving the quality of teachers, improving textbooks, adding teaching aids, and other efforts related to improving the quality of education.

The expected result of learning activities is good learning achievement. To achieve optimal learning achievement is inseparable from conditions where students can learn effectively and can develop their exploration power (Fajri, 2018; Kholisoh et al., 2022; Marpaung, 2015; Nurhidayah, 2015).

Apart from being a facilitator, teachers must be creative and have interesting ways of learning, one of which is by using a variety of learning models, so that students are not bored in learning. People who do not have an interest in a particular subject will be difficult to achieve optimal study success, while someone who is interested in a subject is expected to achieve optimal learning results (Dhamayanti et al., 2021; Dinatha, 2017; Gafur, 2018; Syafi'i et al., 2018).

A conceptual framework for guiding students' learning experiences in order to accomplish specific intended learning objectives is called a learning model (Iqbal et al., 2022; Ivantri, 2021; Rahayu, 2015; Zulfikar et al., 2023). According to Joyce, Weil, and Calhoun in (Ihsan & Zaki, 2018; Widayartono, 2021), a learning model is a description of the learning environment that includes teacher behavior in carrying out learning. According to Arend in Sunarto (2021), conceptual framework called the learning model outlines systematic methods for planning learning experiences in order to develop learning competencies. Learning models are

patterns that serve as guides for creating instructional materials for tutorials or in-person classes, according to [Trianto \(2018\)](#).

The learning model, which contains approaches, techniques, and learning methods, can be inferred from the aforementioned opinion as a guide for teachers in carrying out the teaching and learning process in the classroom. The Jurisprudential Inquiry model is one of the learning strategies that is thought to enhance the teaching and learning process.

The Jurisprudential Inquiry model was developed by Donal Oliver James P. Shaver ([Wena, 2019](#)). This learning model is designed to train students' information processing skills and be able to solve problems that occur in society, a frame of reference and a way of thinking about problems that exist in society so that it can create a sense of social sensitivity. The Jurisprudential Inquiry learning paradigm, according to Uno (2007:31) in ([Hamzah, 2017](#)), teaches students how to think methodically about current social concerns. So, it can be concluded that the Jurisprudential Inquiry learning model strategy has a direct effect on learners to master the ability to analyse problems, the ability to dialogue with others, motivate to engage in social activities and arouse the desire for social action, nurture the values of pluralism and respect for other people's points of view, also support the use of emotions in responding to social policies. This teaching strategy encourages students to engage in social ideals by providing them with forums for analysis and discussion of social concerns. Students who take Jurisprudential Inquiry receive training in social awareness.

According to Tondok (2012: 6), social sensitivity can be defined as a person's capacity to respond to specific social objects or circumstances in his environment ([Y. Y. Aliyono, 2013](#)). According to the Indonesian lexicon (KBBI), the word "sensitized" means "easy to feel," "easily aroused," "easy to move without carelessness," and "easy to receive or transmit influence." The capacity to respond swiftly and correctly to particular social cues or situations is referred to as sensitivity. In order to empathize with or interpret the emotions of others, a person must have the self-will and character to do so. This is known as social caring or social sensitivity. So, it can be said that social sensitivity is a form of an individual's attention and concern for the situation in the surrounding environment which is done of their own free will. So, it can be concluded that social sensitivity is the way we apply it in a concrete form about our concern for the social environment.

Learning is the achievement of quality thinking and action to solve current and future problems faced by the learning actor ([Wahab, 2015](#)). Aswan (2014:5) states that learning is a change in behavior due to experience and training. It means a change in behavior, both in terms of knowledge, skills and attitudes, even covering all aspects of the organism or person. The cognitive aspect as an indicator of achievement is as stated by Muhibbin Syah that measuring student achievement in this cognitive field can be done in various ways both with written and oral tests ([Zain, 2014](#)). Based on the method of products or objects using certain criteria, so the evaluation here is more inclined to take the form of ordinary assessment than evaluation assessment ([Sudjana, 2015](#)).

The ability to learn is known as learning achievement, and it is typically demonstrated by test results or instructor grades. Learning attainment, according to [Sukmadinata \(2013\)](#), is the realization or development of a person's potential abilities or capacities. According to [Djamarah \(2013\)](#), learning achievement is the result obtained in the form of a description of the teacher using the Jurisprudential Inquiry learning model can improve student learning outcomes as well as have a real impact on increasing students' social sensitivity.

Based on the description above, teachers using the Jurisprudential Inquiry learning model can improve students' learning outcomes as well as have a real impact on increasing students' social sensitivity.

B. Research Methods

To evaluate the efficacy of the jurisprudential inquiry learning model, a quasi-experiment was conducted after the classroom action research research model. There are 31 students in class XI IPS 3 who will be the subjects of classroom action research, with the experimental class and control class being determined by pairing. At SMA N 2 Bengkulu Utara, there are 31 students in the experimental class and 31 in the control class. The research time was carried out from February to March 2023. Data collection used observation techniques and learning achievement tests, while the data collection techniques and tools used in quasi-experimental research were tests. Data analysis techniques were carried out descriptively quantitatively for PTK research and t-test for quasi-experimental research using SPSS. Classroom action research is a type of self-reaction investigation carried out by participants in social situations to enhance a sense of nationality and justice in: (a) their own social and educational practices; (b) their understanding of practices; and (c) the situations surrounding these practices, claims Kemmia (Hopkins, 2011: 87).

In this study, there were two classes-one experimental class and one control class-each of which received a unique set of treatments. The control class employed the traditional learning model, while the experimental class used the Jurisprudential inquiry learning approach.

The procedure in class action research can be seen in the following figure:

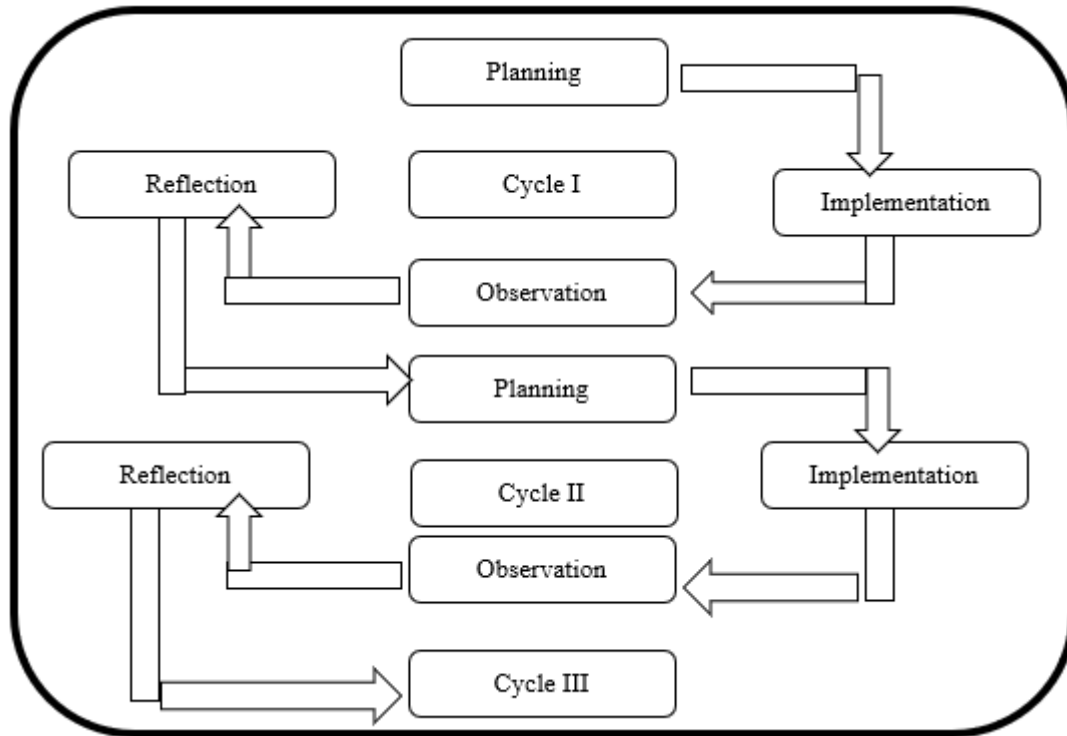


Figure 1. Classroom Action Research Procedure.

The stages of the implementation of class action research in cycle I are as follows:

- a. Initial Reflection
Before the research was conducted, researchers first conducted pre-research by conducting observations of geography subject teachers and distributing questionnaires to students in class XI IPS SMA N 2 Bengkulu Utara. The observation was used to find out the extent of the learning process so far carried out by researchers and how students respond to geography learning in relation to social sensitivity and learning achievement. The purpose is to be able to determine what actions the teacher should take to improve the social sensitivity and learning achievement of students, so researchers try to use the Jurisprudential Inquiry model.
- b. Action preparation
Based on the initial reflection, the actions that will be prepared by the researcher are preparing: RPP, syllabus, teacher observation sheet, social sensitivity instrument, and evaluation of learning outcomes.
- c. Planning
The learning steps of the jurisprudential inquiry model are as follows: 1) the teacher introduces the case to learners and examines it (orientation to the case). 2) learners synthesise the facts linking them to common issues and identify the values involved in the case (issue identification). 3) learners take a stance or opinion on the issue and state their stance (stance taking). 4) learners explore the attitude/position in more depth, and should endeavour to put forward a logical and rational argument in support of their position. 5) learners should reconsider and defend their position. 6) the teacher tests or discusses whether the arguments or opinions used by students are relevant or valid.
- d. Implementation
The action taken with the research subject is in accordance with the lesson plan that has been prepared in the planning stage, namely by using the Jurisprudential Inquiry model, the class used is class XI IPS 3.

- e. Observation
Observation is useful to find out how far the implementation of ongoing learning, both observations made by teachers, students in the learning process.
- f. Action Reflection
This stage is the data obtained from the implementation and observation activities, then conclusions are drawn whether there are symptoms that indicate unsuccessful, if there are then proceed to the next cycle, to improve things that have not been achieved.

From the results of planning, implementation and observation, researchers will identify things that have been achieved and those that have not been achieved in cycle I, so that researchers can find solutions and causes of lack of success of action, and become a reference for improvement to the next cycle stage, and so on until cycle III. If the researcher successfully applies the Jurisprudential Inquiry learning model, then proceed to the quasi-experimental research procedure.

Quasi-experimental research is a study conducted to find the effect of something that is done intentionally by the researcher. Experimental research comes from the Latin "ex-periri" which means trial. Experimental research is an action or observation carried out to check the hypothesis of a cause-and-effect relationship between symptoms. In experimental research the cause of all symptoms will be tested to find out the cause (independent variable) will affect the effect (dependent variable). Experimental research is used to gain knowledge in both natural and social sciences.

This research design uses experimental research with a Randomized Posttest Only Control Group Design research design (randomized design with a final test and control group). According to Sugiyono (2017), this design includes a control group and an experimental group. The control group received no therapy whereas the experimental group received X1 treatment. The posttest was administered to both groups at the conclusion of the trial. Randomization was utilized to choose the subjects for the two groups who would participate in the experiment. Therefore, the two groups that participated in the experiment were equal (nearly the same), which is consistent with the randomization assumption. The T-test was used to analyze the treatment's impact and look for differences between the experimental and control groups that were statistically significant.

Here is the experimental research design in more depth.

Table 1. Randomized Posttest Only Control Group Design according to Sugiyono (2012: 112)

Class	Group	Related Variable	Posttest
(R)	Experiment	X	O1
(R)	Control	-	O2

Caption:

O1 : Experiment posttest score

O2 : Posttest score of control class

X : Treatment

The following is the experimental research procedure we can see in Figure 2

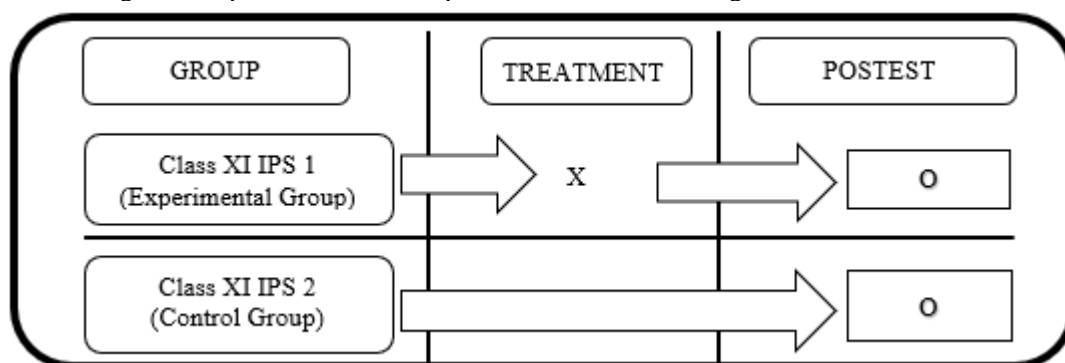


Figure 2. The Experimental Research Procedure

Data Collection Technique

1. Observation

Anas (2011: 76) explains that observation is a way of collecting information or data materials by systematically observing and recording the phenomena that are being observed. This instrument was used as an observation guide: (1) The teaching-learning process with the Jurisprudential Inquiry model, (2) Social Sensitivity.

The instruments needed in this study are observation sheets, tests and research instruments.

1. Learning Implementation Observation Sheet

The measuring scale on this observation sheet is the Ratin scale. Ratin-scale allows for the qualitative interpretation of quantitatively obtained raw data. The observation form includes: The measuring scale on this observation sheet is the Ratin scale. Ratin-scale uses raw data that is first translated into qualitative categories before being presented as numbers (Sugiyono, 2017).

The observation sheet consists of:

a. Learning observation sheet by applying the Jurisprudential Inquiry learning model

With the rating-scale model, each indicator is given criteria that have gradations from very positive to negative in the form of words according to the reality observed, the criteria are given a score, namely: Very Good (SB) is scored 5, Good (B) is scored 4, Enough (C) is scored 3, Less (K) is scored 2, Very Less (SK) is scored 1.

Data analysis techniques are carried out descriptively quantitatively based on the results of research data collection. Teacher observation data can be analyzed by giving five categories, namely Very Good (SB), Good (B), Moderate (C), Less (K), Very Less (SK), where each category gets a score on the observation results with the provisions of scoring in table 2.

Table 2. Categories of teacher activity observation scores and learners' social sensitivity

Category	Score
Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

So that the average variable results are the average observation score of the teacher

Table 3. Results of Average Teacher Activity Observation Score and Social Sensitivity of Learners

Category	Score
1,00 - 1,80	Very Poor
1,81 - 2,60	Poor
2,61 - 3,40	Fair
3,41 - 4,20	Good
4,21 - 5,00	Very Good

2. Learning Achievement

Tests are typically used to evaluate and measure student learning outcomes, particularly cognitive learning outcomes pertaining to mastery of instructional materials in accordance with educational and teaching objectives, according to (Sudjana, 2015). To measure the learning results of students' cognitive domain in geography learning through the Jurisprudential Inquiry learning model, this test technique will generate quantitative data in the form of student values.

The data collection technique in this study is to use knowledge assessment, knowledge assessment using written tests. The test in this study aims to determine the students' initial understanding of the material so an initial test (pretest) is held, while to measure students' understanding after the Jurisprudential Inquiry model is carried out, an end-of-learning test is carried out or called a posttest. The test used was a written test in the form of multiple choice with a total of 20 questions. Multiple choice questions can be used to measure more complex learning outcomes. Before the question papers were given to students, the questions were reviewed by the geography teacher. The results of the pretest and posttest from students then the students' answers were checked by the researcher.

a. The initial test or pre-test was given before the learning took place in the Classroom Action Research class followed by the control class and the experimental class. This initial test is conducted to determine the extent of the initial ability of students. Learning is carried out after

going through the initial test, using the Jurisprudential Inquiry model, while the control class uses the lecture method.

- b. The post-test or final test is given to the PTK class, control class and experimental class after carrying out the learning. The results of the post-test are used to determine the effectiveness of learning that the Jurisprudential Inquiry model can be said to be effective for improving learning achievement.

The instruments used in this study to obtain data on learning achievement in each cycle, learning achievement assessments were prepared based on Basic Competencies in geography lessons.

3. Learning achievement results

The test is a research tool in the form of questions given to students to get answers from students in the form of oral / oral tests, in the form of writing / writing tests or in the form of actions / action tests. Tests are instruments or tools for collecting data about the ability of research subjects by means of measurement, for example in measuring research subjects to master certain subject matter, written tests on the subject matter are used.

The data collection technique in this study is to use a test, according to Arikunto (2002: 127) a test is a series of questions or exercises and other tools used to measure skills, knowledge of intelligence, abilities or talents possessed by individuals or groups of tests conducted in this study is a test of student learning outcomes.

This study employed quizzes and questions to gather information about Classroom Action Research, control classes, and experimental classes. While the control class learned using traditional methods, the PTK class and the experimental class employed the Jurisprudential Inquiry learning approach. In this study, SPSS was used for the data analysis stage, which included the following steps:

a. Normality Test

The Shapiro-Wilk test was chosen for the normality test in this study because there were fewer than 50 respondents, and the goal was to determine if the data collected had a normal distribution or not.

b. Homogeneity Test

A statistical technique known as the homogeneity test is used to determine whether or not the variances of two or more sets of data are the same.

c. Paired T-Test

The paired T-Test test is a parametric test of two paired data, the aim is to determine whether there is an average difference between two samples that are paired with each other, as a result of being paired, the data from the two samples must have the same amount or be from the same source.

d. Independent sample t test (if the data is normal)

The independent samples t-test is a statistical method used to compare differences in mean values between two groups of unpaired (independent) data. This method is used to compare the results of two different groups, in this study namely the treated group (experimental group) and the control group.

The test criteria for the normality test and homogeneity test are if the significant value ≥ 0.05 (α), then H_0 is accepted, otherwise if the significant value ≤ 0.05 (α) then H_0 is rejected.

C. Results and Discussion

1. Interpretation of Classroom Action Research (PTK) Results

Based on classroom action research that has been carried out, the results of classroom action research from cycles I, II and III can be presented as follows:

a. Teacher Activity Observation Results

The results of teacher activity observations in each research cycle by applying the Jurisprudential Inquiry learning model can be seen in table 4 below:

Table 4. Teacher Activity Observation Results

Cycle	Average Score	Criteria
I	3,77	Good
II	4,49	Very Good
III	4,94	Very Good

The results of teacher observations based on the table above can be seen in the form of a diagram in Figure 3 as follows:

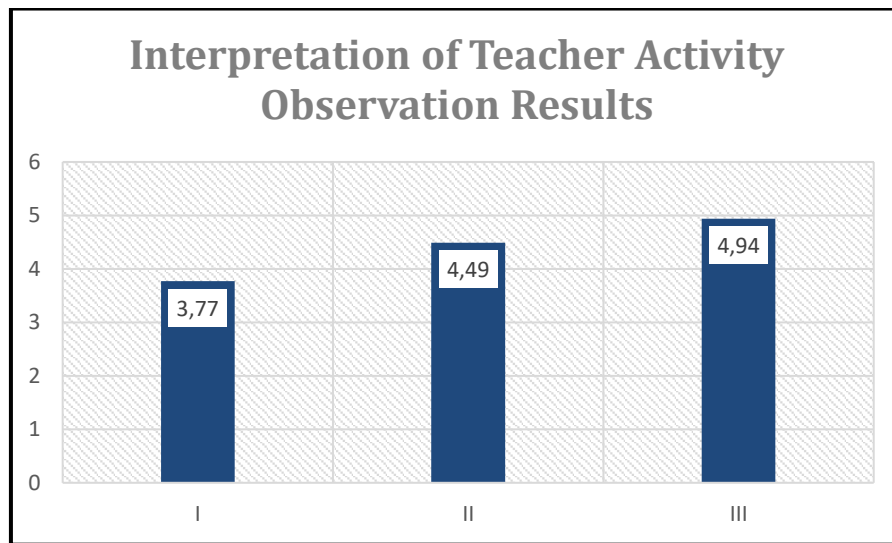


Figure 3. Observation Results of Teacher Activities in Cycles I, II and III

Based on the observation results above, it can be concluded that the teacher's activity in applying the Jurisprudential Inquiry learning model is increasing in each stage of the cycle, indicating that the teacher's activity in learning has reached its optimum.

b. Learner Achievement Results

Based on the learning outcomes of students, the effectiveness of achievement in each cycle can be seen from the average posttest in table 5.

Table 5. Effectiveness of Learner Learning

Cycle	Average Posttest score
I	64,19
II	73,54
III	82,41

Judging from table 5, the posttest results of cycles I, II and III show that the posttest scores of students' learning achievements in each cycle have increased significantly. The increase in learner learning outcomes for each cycle can be seen in figure 4.

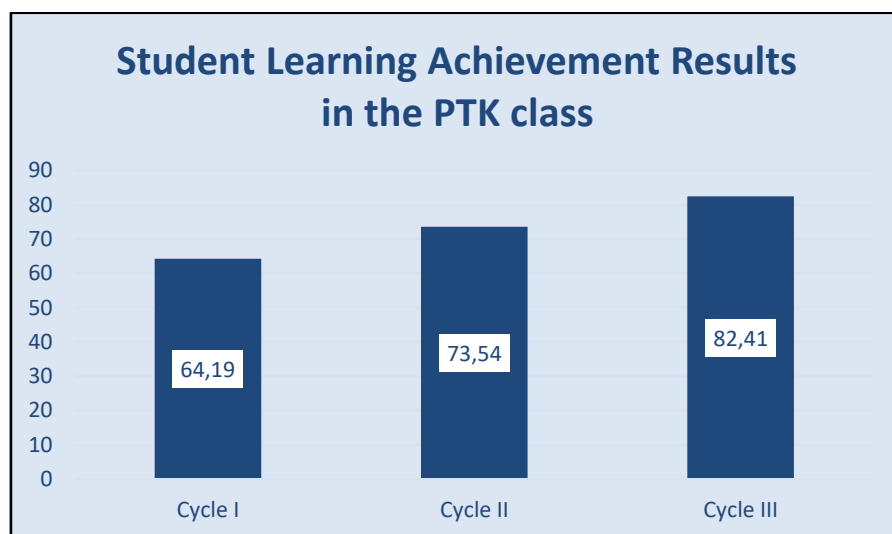


Figure 4. Learning achievement results of students in the PTK class

Based on the description of the research above, it can be concluded that the use of the Jurisprudential Inquiry model can increase students' social sensitivity and learning achievement.

2. Interpretation of Experiment - Control Research Results

a. Experiment Class

The acquisition of student learning achievement has shown very good results with the Minimum Completeness Criteria (KKM) in geography subjects is 75. The acquisition of student posttest scores in the experimental class can be seen in table 6 below:

Table 6. Recapitulation of Student Learning Achievement Completeness in the Experimental Class.

Number	The Completeness of Students' Learning Achievement	Number of Learners	Percentage
1	Complete	26	83,87
2	Not Complete	5	16,13
Total		31	100
Average Posttest score		81,66	

The results of the Posttest of students above show that the results of the learning achievement of 26 students are complete and 5 students are not complete and the average posttest score of students is 81.66.

b. Control Class

After the posttest, the results decreased compared to the experimental class. Judging from students' learning achievements, it shows that the average value obtained is 71.29 with 17 students who are complete. The student posttest scores can be seen in table 7 below:

Table 7. Learning achievement completeness of control class students

Number	The Completeness of Students' Learning Achievement	Number of Learners	Percentage
1	Complete	17	54,83
2	Not Complete	14	45,17
Total		31	
Average Posttest score		71,29	

Posttest results of students' achievements in the control class show that not all have achieved learning completeness.

c. Interpretation of Hypothesis Test Results

The difference in the posttest results of the experimental class using the Jurisprudential Inquiry learning model with the control class with conventional learning methods can be seen by using a t-test. Before carrying out the t-test, the analysis requirements test was carried out in the form of normality test and homogeneity test. The results of the normality test of this research data can be seen in table 8.

Table 8. Normality Test Results of Control - Experiment class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	Pretest Control	.183	31	.010	.934	31	.058
	Post Test Control	.147	31	.087	.946	31	.123
	Pretest Experiment	.183	31	.010	.934	31	.058
	Post Test Experiment	.183	31	.010	.934	31	.058

Lilliefors Significance Correction

Based on the table above, it can be seen that the results of the Normality Test using Shapiro-Wilk show the results of the control-experiment posttest normality test obtained a significant value of 0.123 and 0.058 greater than 0.05, because the significant value (Sig) is greater than alpha, it can be concluded that the distribution results are normal, namely: the distribution in the control-experiment class spreads normally.

Therefore, the t-test can be used for research data analysis. Furthermore, the homogeneity test of the research data can be seen in table 9 below:

Table 9. Homogeneity test results of control-experiment class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.048	3	120	.986
	Based on Median	.035	3	120	.991
	Based on Median and with adjusted df	.035	3	119.688	.991
	Based on trimmed mean	.048	3	120	.986

From the given control-experiment pair output, it can be seen that the Sig. value of 0.986 is greater than 0.05. it can be concluded that the significance value of the control-experiment class is derived from the same variance (homogeneous).

To analyze the results of the study whether there is an increase or not, it is necessary to conduct a t-test. The data to be analyzed are the results of the control-experiment class posttest scores. So, there is a data interpretation in table 10.

Table 10. Control-Experiment class t-test data

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Result & Class	124	.531	.000

From the output of the first cycle pair given, it can be seen that the Sig. (two-tailed) of 0.000 is smaller than 0.05. it can be concluded that there is a difference in the average learning outcomes of students in the Control-Experiment class post-test.

D. Conclusion

The following can be drawn as a conclusion from the research and discussion's findings:

1. The jurisprudential inquiry learning methodology can help students become more socially aware.
2. At SMA N 2 Bengkulu Utara, the use of the Jurisprudential Inquiry Learning Model can enhance students' learning achievement in geography classes.
3. Compared to learning using the existing technique, the jurisprudential inquiry learning model at SMA N 2 Bengkulu Utara can effectively improve students' learning achievement in geography topics.

Therefore, it may be said that H_0 is rejected and H_a is accepted, meaning that there is a difference in the application of the Jurisprudential Inquiry learning model's effectiveness in boosting student learning achievement in geography topics when compared to conventional learning techniques.

The findings of the aforementioned studies have supported earlier research, specifically: Lendawati's research (2019), "Application of Inquiry Jurisprudence Teaching Mode to Improve the Character and Learning Achievement of Students (Study of PPKN Subjects in Class IX SMP Negeri 2 SeIuma)," which came to the conclusion that the use of the inquiry jurisprudence teaching mode can improve the character and learning achievement of students, and the application of the Inquiry Jurisprudence.

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