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LEARNING APPROACHES INQUIRY, PROBLEM SOLVING, AND SCIENCE, TECHNOLOGY & SOCIETY (STM) IN LEARNING IPS

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ABSTRACT

This study aims to thoroughly investigate the approaches of inquiry-based learning, problem-solving, and the integration of science, technology, and society (STS) within the instructional process of social studies. Employing a literature review methodology, this research compiles and analyzes various prior studies conducted by researchers in the field of social studies education. By collating and examining information on the approaches of inquiry-based learning, problem-solving, and STS from the existing literature, this study endeavors to identify emerging patterns and factors that influence the educational success of students during instruction. Through the analysis of the interplay between these instructional strategies and student learning outcomes, the research seeks to uncover the complex relationship between teaching methods and student engagement, comprehension, and retention. The results of this study are expected to provide new insights into the application of inquiry-based learning, problem-solving, and STS for educators in their efforts to enhance student learning outcomes in social studies. Additionally, this research aims to offer fresh perspectives on innovative educational practices that align with contemporary learning paradigms. The goal is to contribute recommendations for best practices for inquiry-based learning, problem-solving, and STS approaches that can be seamlessly integrated into the social studies curriculum, thereby hoping to improve the overall educational experience and effectiveness.

Keywords*: *Inquiry-Based Learning, Problem-Solving, Science, Technology & Society, Social Studies Education

A. INTRODUCTION

The efficacy of educational activities can be assessed through the caliber of interactions that transpire during the learning journey, which ultimately enables students to successfully attain their educational objectives. The instructional process is characterized as a reciprocal interaction between educators and learners, wherein vigorous and purposefully directed communication—often referred to as the transfer of knowledge—takes place between the two parties, all directed towards achieving a specific and predetermined goal. Within the framework of the educational process, several fundamental principles are paramount; these include a focus on student-centered learning, the promotion of student creativity, the establishment of enjoyable and supportive conditions, the enhancement of a diverse array of value-laden competencies, the provision of varied learning experiences, and the philosophy of learning through active engagement, commonly known as learning by doing. Consequently, it is imperative that educators possess the capability to foster an environment of effective, contextual, and meaningful learning experiences, ensuring that the objectives of both teaching and learning endeavors are successfully met.

In the domain of social studies education—which primarily emphasizes the intricate roles of individuals within society—it is anticipated that students will cultivate the skills necessary to confront the myriad of global challenges that may surface within their

communities, thereby emerging as responsible citizens who are committed to peace and are accountable for the tasks and responsibilities entrusted to them. In order to bolster the achievement of the educational aims associated with social studies, it is essential that these endeavors are underpinned by a structured and conducive learning approach as well as a supportive educational environment. The selection of pedagogical approaches and the learning atmosphere created by educators wield significant influence over the enhancement of students' eagerness and motivation to learn, thus facilitating the realization of the anticipated improvements and successes in educational outcomes. However, the implementation of social studies learning often encounters considerable challenges, particularly from the students' perspective. Analyzing the activity levels and creativity exhibited by students during the learning process reveals a disconcerting trend, as many students demonstrate notably low engagement and tend to assume a passive role akin to that of mere spectators in the classroom, with minimal social interaction occurring during lessons. This deficiency in student capabilities can be attributed to a multitude of factors, both external and internal, originating from the students themselves as well as from the educators tasked with guiding their learning. Moreover, social studies education (IPS) is frequently perceived as an unengaging subject for elementary school children, primarily because it tends to prioritize theoretical content over practical application, leading to a lack of dynamic engagement in the learning experience.

The overwhelming majority of students enrolled in elementary educational institutions frequently encounter a profound sense of ennui and disinterest in their learning environment, a phenomenon that can be predominantly traced back to a discernible deficiency in the level of social interaction and engagement that occurs among their peers throughout the educational process. One conceivable solution to this pressing issue lies in the strategic implementation of problem-solving as an innovative pedagogical model, which serves not only to facilitate the practical application of theoretical knowledge but also to significantly enhance collaborative learning experiences among students. Within the expansive realm of educational research, numerous prior investigations have adeptly explored the integration of social studies curricula through the deliberate utilization of the problem-solving method, which serves as a foundational instructional strategy aimed at fostering deeper comprehension and critical thinking. An illustrative example of this is the significant empirical investigation conducted by Kurino, who presented a compelling study titled "Problem Solving Can Improve Student Learning Outcomes on the Operational Material of Addition and Subtraction of Integers in Class V of Elementary Schools," which culminated in the conclusion that this research initiative was indeed marked by notable success. This success is particularly salient when considering the observable enhancement in optimal learning outcomes, as evidenced by a pronounced increase in the level of student engagement and active participation during the various problem-solving activities, which is further substantiated by the notable rise in the average scores attained by the students involved in the study. In light of these findings, the prominent recommendation that emerges from this research underscores the necessity for educators to actively cultivate their creative teaching methodologies, possess a comprehensive understanding of the diverse characteristics exhibited by their students,

and pay meticulous attention to the adequacy of the facilities and infrastructural elements that are essential to support effective learning. Moreover, as a viable alternative to conventional instructional methods that may stifle creativity, one particularly effective form of learning that actively fosters the creativity and innovation of both children and educators alike is indeed the Problem Solving approach, which encourages an interactive and dynamic learning atmosphere. Overall, the increase in optimal learning outcomes, particularly in the context of learning through Problem Solving, has been demonstrably associated with a marked increase in student activity, as substantiated by the significant improvement in the average values obtained by the students engaged in this instructional method. The overarching suggestion emerging from this extensive research is that in order to substantially improve the learning outcomes of students, teachers must strive to be creative and adaptive, maintain a nuanced understanding of the unique characteristics and needs of their students, and diligently attend to the provision of adequate facilities and infrastructural support. Ultimately, the Problem Solving approach stands out as an exemplary model of learning that not only supports but actively promotes the creativity of both children and teachers within the educational landscape.

In a research study meticulously conducted by Lise Wardinal on April 4, 2018, specifically focusing on the educational dynamics within VA and VB classes, a series of observations and discussions with teachers were undertaken to gain insight into the intricacies of the learning environment. The findings revealed a stark reality regarding the learning process, highlighting a multitude of factors that educators frequently engage in, which include: (1) the tendency for instructors to immediately present the subject matter at the outset of class, predominantly utilizing traditional lecture techniques alongside interactive question-and-answer sessions, (2) a noticeable lack of sufficient guidance provided by teachers to assist students in effectively organizing and discerning the information that has been imparted, (3) an evident deficiency in the motivation that teachers instill in their students to actively participate and engage in their own learning activities, (4) a consistent pattern where teachers exhibit a higher level of activity compared to their students, leading to (5) a predominance of a teacher-centered learning paradigm rather than fostering a more student-centered approach (Lise Wardinal, 2019).
Conversely, the outcomes derived from observations of student behavior during the learning process illustrated a range of challenges that manifested in various forms, including: (1) a significant number of students exhibiting a lack of attention towards the teacher's instructions, which subsequently hampers their ability to absorb the material being taught, (2) an observable deficiency in the interactive attitudes of students towards their peers, indicating a lack of collaborative engagement, (3) the presence of students who frequently disrupt their classmates, thereby creating an unproductive learning atmosphere, (4) instances where certain students resort to speaking in a harsh manner, which can be detrimental to the overall classroom environment, (5) a tendency for students to neglect their focus during lessons, (6) a proclivity among students to engage in conversations with their classmates, often leading to frequent entries and exits from the classroom, (7) a consistent pattern of students disregarding their assigned homework, (8) an overarching sentiment of boredom experienced by students during social studies

classes due to an excessive reliance on memorization of material, (9) and a predominance of students' involvement primarily consisting of passive listening to the teacher's explanations, thereby limiting their active participation in the learning process.

In order to effectively engage students and mitigate feelings of ennui during the educational experience, it is essential for educators to implement a variety of student-centered methodologies that have been shown to be effective in promoting active learning. Specifically, the usage of inquiry-based learning, problem-solving approaches, and the integration of Science, Technology, and Society frameworks can significantly enhance the social studies learning process, as these pedagogical strategies prioritize the learner's perspective and experiences in the educational journey. These methodologies are designed to emphasize the importance of student participation and collaborative interaction, which collectively serve to address and resolve the complex topics or challenges presented by educators, thereby ensuring that the learning experience remains dynamic and far from monotonous, thus preventing students from disengaging. The inquiry-based approach, in particular, is instrumental in facilitating the development of students by employing a pedagogical framework that encourages them to actively investigate various problems and uncover new insights and information in a structured manner. Through the application of this inquiry-based learning framework, students are not only encouraged to seek answers but are also systematically trained to enhance their skills, broaden their knowledge base, cultivate positive attitudes, and sharpen their critical thinking abilities, all of which are essential competencies for successful navigation of the modern world. By fostering such an environment that values inquiry and problem-solving, educators can significantly contribute to the holistic development of their students, equipping them with the necessary tools to thrive academically and beyond. Ultimately, these innovative pedagogical approaches serve as foundational pillars in creating an engaging and enriching educational atmosphere that actively promotes student learning and engagement.

The methodology associated with problem-solving is specifically designed to leverage a cognitive framework with the primary objective of enhancing the intellectual capabilities of students, who are encouraged to tackle problems in their unique and individualized manner, thereby fostering independent thought processes. A notable study conducted by Khairani and Safitri in the year 2017, which was aptly titled "Problem Solving Learning Method to Improve Student Learning Outcomes in Business and Energy Material at MAN Rukoh Banda Aceh," provides empirical evidence that demonstrates a significant positive correlation between the implementation of the Problem Solving learning methodology and the resultant academic performance of students. The findings presented by Ngai reveal that the experimental group experienced an impressive achievement rate of 100%, in stark contrast to the control group, which only managed a 55% success rate; this discrepancy highlights the profound impact that the Problem Solving learning approach has on the engagement and participation levels of both educators and learners at MAN Rukoh Banda Aceh, thereby creating a more dynamic and interactive educational environment. Concurrently, the Science, Technology, and Society (STM) pedagogical approach is formulated with the intent of broadening students' perspectives and

knowledge regarding contemporary societal developments and the myriad challenges that arise therein, with the expectation that students will develop the capacity to address these challenges through a process of indirect information acquisition, albeit without critically discerning the merit or demerit of the information they encounter. There exists a substantial body of research that delves into the inadequacies associated with student learning outcomes, thereby underscoring the necessity for the development and implementation of various educational models that can effectively assess and quantify the quality of these learning outcomes, ensuring that educational practices are both rigorous and reflective of students' needs in an evolving academic landscape. Ultimately, the integration of these diverse methodologies not only serves to enhance the learning experience but also prepares students to navigate complex real-world issues with a more informed and analytical mindset, fostering a generation of learners who are equipped to contribute meaningfully to society. In conclusion, the exploration of innovative pedagogical strategies such as Problem Solving and STM is imperative for the advancement of educational practices aimed at optimizing student learning and fostering critical thinking skills essential for future success.

B. RESEARCH METHOD

This scholarly investigation was meticulously conducted utilizing a qualitative methodology, which is particularly advantageous for exploring complex phenomena. A qualitative approach is deemed appropriate in this context due to its inherent capacity to yield descriptive data characterized by written or spoken narratives, as well as observable behaviors emanating from individuals or diverse informational sources. The specific type of research implemented in this study is classified as literature review or library research, which involves the examination of references that are directly pertinent to the research topic under scrutiny. In this instance, the sources employed for the purpose of research encompass an array of articles, academic journals, and other credible and reliable resources that have established their trustworthiness within the academic community. Literature reviews serve a critical function in this study, as they are instrumental in addressing and potentially resolving the issues that have been identified as the focal points of the investigation. The qualitative approach adopted in this research is exceptionally well-suited for acquiring a profound and nuanced understanding of social phenomena, facilitated by the collection of rich and multifaceted data. Literature studies or library research not only enable the researcher to delve into a wide array of perspectives but also allow for the examination of theories that have been previously articulated, which can significantly contribute to establishing a robust theoretical foundation for the current research endeavor. Furthermore, the synthesis of insights gleaned from these sources can illuminate various dimensions of the research question, thereby enhancing the overall depth and comprehensiveness of the findings. In summary, the integration of qualitative methods alongside thorough literature analysis fosters a more holistic understanding of the subject matter, ultimately enriching the academic discourse surrounding the topic. Thus, this research exemplifies the critical interplay

between qualitative inquiry and literature review in the pursuit of knowledge and understanding within the social sciences.

C. RESULTS AND DISCUSSION

In an extensive examination of a multitude of scholarly journals that delve into the same thematic area, it has become evident that the educational process necessitates the implementation of a diverse array of pedagogical models in order to facilitate optimal learning outcomes for students, thereby enhancing their overall academic performance and comprehension of the subject matter. Among the various scholarly articles that have been meticulously analyzed and scrutinized in the course of this literature review, several key journals stand out as particularly significant and relevant to the discourse surrounding effective learning strategies and educational methodologies.

Tabel 1. Literatur

Author's Name	Title	Research Objectives
Sitti Jauhar	Development of Social Science Teaching Materials Based on the Science Technology Society (Stm) Approach to Increase Student Creativity.	Providing readers with an understanding of the importance of developing social science teaching materials based on a science and technology approach to society to increase student creativity.
Ni Gusti Ayu Made Sri Evariani, I Wayan Kertih, Iyus Akhmad Haris	Community Science Technology (Stm) Learning Model, Critical Thinking Skills, and Social Science Learning Achievement	Knowing the Effect of Implementing the Stm Learning Model on the Critical Thinking Skills of Class Ix Students at Smp N 1 Penebel.
Depict Pristine Adi	Effectiveness of the Scientific Approach to Problem Solving and Inquiry Models in Social Sciences Learning at Smpn 1 Tanggul 2019	This research aims to determine the differences in learning effectiveness using the problem solving learning model and the inquiry learning model
Muntolib, Abas Mansur Tamam, Imas Kania Rahman, Akmad Alim, Hasbi Indra	Student Center Learning Approach (Discovery, Inquiry, Problem Solving Learning) and its Implementation in Islamic Boarding Schools	The aim of this research is to collect data and information, as well as study how the Student Centered Learning (SCL) learning model is considered relevant and most effective and how Islam views this Student Centered Learning (SCL) approach and how it is implemented in Islamic boarding schools.
Depict Pristine Adi, Muhsinatun Siasah Masruri	The Effectiveness of the Scientific Approach to Problem Based Learning, Problem Solving, and Inquiry Models in Social	This research aims to reveal the differences between problem based learning, problem solving and inquiry, revealing how effective the problem based learning, problem solving and

	Sciences Learning	inquiry learning models are.
Yalvema Miaz	Improving Student Learning Outcomes in Social Sciences Learning Using the Problem Solving Method in Elementary Schools	The aim of this research is to improve student learning outcomes in social studies lessons using problem solving in class V, because currently there is still a lack of student activity and student learning outcomes in teaching social studies are still low, so the learning objectives in implementing the curriculum have not been achieved better. By Sbc
Lise Wardinal, Yalvema Miaz, Farida Mayar, Irdamurni	The Influence of the Community Science Technology (Stm) Learning Model on Learning Activities and Social Science Learning Outcomes for Class V Elementary School Students	This research aims to determine the influence of the Community Science Technology (Stm) Learning Model on the Activities and Learning Outcomes of Class V to 12 Padang Koto Gadang Students.
Alim Mutaqin, Farhan Saefudin Wahid, Ubaedillah, Slamet Bambang Riono, Andi Yulianto	The Effectiveness of Problem Solving and Inquiry Methods for Improving Critical Thinking Abilities	The aim of this research is to determine the effectiveness of problem solving and inquiry methods to improve the critical thinking abilities of students in social science subjects at SMP N, Losari District.
Saliman	Inquiry Approach to Learning	This research was conducted to determine the influence of the inquiry approach in classroom learning.
Abd Rahman Bp, Sabhayati Asri Munandar, Andi Fitriani, Yuyun Karlina, Yumriani	Understanding Education, Educational Science and Elements of Education	The aim of this research is to provide readers with an understanding of the meaning of education, educational science and the elements of education.
Bambang Suteng Sulasamono	Problem Solving: Significance, Definition and Varieties	This research aims to provide information to readers about the significance, understanding and variety of problem solving approaches
Desta Setya Enjellya Sary, Guruh Sukma Hanggara	Student Problem Solving	This research aims to find out what problems solving are experienced by students who love Peltian nature when climbing
Ayu Komang Ratna Dewi	Implementation of the Problem Solving Learning Model to Improve Social Sciences Learning	This research aims to improve students' science learning outcomes through the implementation of the problem solving learning model

Outcomes

Through a comprehensive analysis of numerous academic journals that have been meticulously examined, it has become evident that there exist several educational methodologies, namely inquiry-based learning, problem-solving techniques, and frameworks that integrate science, technology, and societal perspectives, all of which can be effectively incorporated into the educational process to enhance student engagement and understanding.

According to the scholarly contributions of Wilson, the inquiry model represents a pedagogical framework that is fundamentally grounded in both learning theories and behavioral theories, thereby providing a robust foundation for instructional practices. Inquiry, as a pedagogical approach, serves as a mechanism through which educators can teach students the essential skills necessary for effective learning, skills that encompass rational thinking, systematic processes, constructive attitudes, and a broad spectrum of knowledge. In alignment with the perspectives offered by Bruce & Bruce, Cleaf has posited that inquiry constitutes one of the pivotal strategies employed within classes that are oriented towards process-based learning. This model of inquiry is inherently student-centered, fostering an educational environment where learners are empowered to actively investigate pertinent problems and seek out relevant information autonomously. The methodological process undertaken in inquiry-based learning closely mirrors the investigative techniques utilized by social scientists, who meticulously examine problems and uncover evidence to support their findings.

Upon reviewing a multitude of definitions that have been articulated in scholarly discourse, it is clear that the inquiry model stands out as a distinctive teaching approach that prioritizes the learning experiences of students, thereby enhancing their educational journey. This particular approach places a significant emphasis on the cultivation of rational thinking abilities, systematic processes, constructive attitudes, and a comprehensive body of knowledge as integral components of the learning experience. By adopting the inquiry model, educators facilitate a dynamic and interactive learning environment that encourages students to take an active role in their educational pursuits, prompting them to engage in the investigation of complex problems, formulate well-informed hypotheses, design and conduct experiments, gather and analyze data, and ultimately draw insightful conclusions based on their findings.

Moreover, the inquiry-based educational model strategically positions students as the focal point of the learning experience, thereby fostering an environment in which they are not merely passive recipients of information, but rather are actively engaged participants who are encouraged to assume a proactive role in the intricate process of their own education. In this framework, the educator takes on the pivotal role of a facilitator, offering a wealth of guidance and support to students as they embark on their journeys of discovery, wherein they explore and uncover essential scientific concepts and foundational principles that are critical to their academic growth. Consequently, the fundamental aim of inquiry-based teaching methodologies is to cultivate a rich learning environment that not only promotes but also nurtures the development of both critical

thinking and scientific reasoning skills among students, equipping them with the tools necessary to navigate complex intellectual challenges. Within this educational paradigm, the inquiry model transcends the mere transmission of knowledge to students; it also plays a crucial role in empowering them to comprehend the methodologies and processes involved in acquiring such knowledge through rigorous investigation and hands-on experimentation. Thus, the dual focus of this pedagogical approach lies in enhancing students' understanding of content while simultaneously instilling in them a profound appreciation for the scientific method and the importance of inquiry as a means of intellectual exploration. Ultimately, the inquiry-based model serves as a comprehensive framework that not only informs students about what to learn but also elucidates the dynamic ways through which they can engage in the pursuit of knowledge, thereby fostering a deeper, more meaningful connection to the scientific disciplines.

Meanwhile, problem solving is an approach with student learning outcomes that is dedicated to solving problems experienced by an individual. In practice, problem solving utilizes a person's intellectual abilities using a cognitive approach in a conscious state using their own methods so that the problem can be solved effectively and adaptively. Detailed analysis like this actually comes from a person's psychology in the flow of information processing (information processing theories) which, apart from performing in solving a problem, also presents special assumptions about cognitive theory.

According to Marzano et al., problem-solving constitutes an integral component of the cognitive process, manifesting as the capacity to address difficulties. The term "problem-solving" is widely utilized within the domain of cognitive psychology to encompass 'all manifestations of awareness, understanding, and cognition.' Marzano categorizes all goal-oriented behaviors, whether they are executed consciously or unconsciously, as forms of problem-solving.

In contrast to inquiry-based learning and problem-solving, the STM model in social studies education represents a framework that theoretically and empirically enhances the quality of social studies instruction. Winaya posits that within the domain of attitudes, research findings indicate that students exposed to the STM approach exhibited a more favorable disposition towards lessons characterized by logical frameworks.

The primary objective of implementing the STM model in social studies education is to cultivate a comprehensive understanding and perspective regarding societal developments and transformations that can be applied to the broader community. The STM model aims to encourage students to refrain from accepting information at face value, instead fostering their ability to critically analyze the merits and drawbacks of the information they encounter. Yager asserts that the STM model in social studies education epitomizes a synergistic approach that integrates social, cultural, technological, and societal dimensions within an instructional framework. "Socio-technological challenges in society represent a fundamental attribute of the STM approach".

Through this pedagogical model, students engage in learning experiences grounded in tangible interactions, thereby facilitating the progressive enhancement of their cognitive abilities, attitudes, and skills. To fulfill the societal responsibilities delineated within this

educational framework, students are anticipated to be systematically guided through the STM model, mastering requisite knowledge, competencies, and attitudes.

D. KESIMPULAN

Through a comprehensive examination of diverse scholarly journals and literature, it is evident that the methodologies of inquiry, problem-solving, and science, technology, and society (STS) serve as efficacious strategies within the educational framework. The inquiry model, emphasizing the learner's engagement in the educational process, fosters the cultivation of critical and scientific reasoning abilities through systematic investigation and empirical experimentation. Conversely, problem-solving underscores the significance of individual cognitive capabilities in addressing issues both cognitively and adaptively. Simultaneously, the STS paradigm within social studies education provides a holistic framework that amalgamates social, cultural, technological, and societal dimensions, thereby enriching the learning experiences of students and equipping them to make meaningful contributions to society. This comprehensive approach underscores the crucial role of student-centered pedagogy and an interactive learning process, which not only imparts knowledge but also empowers students with the competencies necessary to autonomously acquire and apply that knowledge.

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