# Implementation of Inquiry Learning Model on Students' Civics Learning Outcomes of Grade V Elementary School

## *Implementasi Model Pembelajaran Inquiry pada Hasil Belajar PKN Siswa Kelas V SD Inpres*

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## Abstract
This study examines the application of the inquiry learning model to the learning outcomes of Civic Education (PKn) of grade V students of SD Inpres I Tobelo, North Halmahera. This study was motivated by the low involvement and achievement of students in Civic Education learning. The inquiry learning model was applied to stimulate critical thinking, active participation, and student responsibility, which aims to improve their understanding of the concept of citizenship and foster democratic attitudes. This study used a qualitative descriptive approach, which included observation, interviews, and testing to assess the impact of the inquiry model. The findings showed a significant increase in student learning outcomes, with higher participation, better understanding of the concept of citizenship, and stronger critical thinking skills. This study contributes to educational practice by advocating inquiry-based learning as an effective strategy to engage students and improve educational outcomes, especially in remote areas such as North Halmahera.
**Keywords:** Inquiry Learning, Learning Outcomes, Civic Education, Active Sudents, Elementary School

## *Abstrak*
*Penelitian ini mengkaji penerapan model pembelajaran inkuiri terhadap hasil belajar Pendidikan Kewarganegaraan (PKn) siswa kelas V SD Inpres I Tobelo, Halmahera Utara. Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan dan prestasi siswa dalam pembelajaran Pendidikan Kewarganegaraan. Model pembelajaran inkuiri diterapkan untuk merangsang berpikir kritis, partisipasi aktif, dan tanggung jawab siswa, yang bertujuan untuk meningkatkan pemahaman mereka tentang konsep kewarganegaraan dan menumbuhkan sikap demokratis. Penelitian ini menggunakan pendekatan kualitatif deskriptif, yang melibatkan observasi, wawancara, dan pengujian untuk menilai dampak model inkuiri. Temuan menunjukkan peningkatan yang signifikan dalam hasil belajar siswa, dengan partisipasi yang lebih tinggi, pemahaman yang lebih baik tentang konsep kewarganegaraan, dan keterampilan berpikir kritis yang lebih kuat. Penelitian ini berkontribusi pada praktik pendidikan dengan mengadvokasi pembelajaran berbasis inkuiri sebagai strategi yang efektif untuk melibatkan siswa dan meningkatkan hasil pendidikan, terutama di daerah terpencil seperti Halmahera Utara.*
*Kata Kunci: Pembelajaran Inkuiri, Hasil Belajar, Pendidikan Kewarganegaraan, Siswa Aktif, Sekolah Dasar.*

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**INTRODUCTION**

Education is a form of effort that consciously utilizes educational activities to develop future human resources (Khizbullah & Mushthofa, 2021). In a broader meaning, teaching involves practice of what we have learned. This can happen whenever in whatever condition. Civic Education (Pendidikan Kewarganegaraan) is a school subject which aims to build character framework to further build the nation. It hinges on knowledge and basic skills from the subject with a basic material about democratic politic and the roles of the people in various aspects of life (Dewi et al., 2021).

Civic education is necessary. The implementation of civicity in schools can be seen as a key in implementing character building (Yuwono, T., & Prastowo, 2022). Elementary schools function as a starting point, thus civic education teaching may be one of the ways to connect the goal of education with high moral standards in accordance with the Pancasila (Kurniawan, 2018; Kusumawati, 2017; Magdalena et al., 2020).

However, student motivation in civic education is still low. The main problem lies in the lack of field practice caused by the current teaching strategy, making students uninterested (Wandiri et al., 2022). The teaching method involves lectures, note taking, and asking questions, making students less productive (Olang & Soesanto, 2023). It seems that many students still feel bored and inattentive throughout the class. This condition shows a need in an innovative approach centered on students (Shefira et al., 2024; Sidabalok et al., 2024; Yunita et al., 2022).

The Inquiry Learning Model is a way to teach and learn that emphasizes in deep question and answer to further explore a subject. The goal is for students to think critically, cooperate, and discover a solution. Students passively receive information through exploration, observation, and communication with one another to build understanding.

According to Wina Sanjaya (2007) inquiry learning strategy is a series of learnings that prioritizes critical and analytical thinking to find answers to a problem. The thinking proself itself is done through question and answer between the teacher and the students. The inquiry learning model starts from the assumption that humans have the inherent drive to seek knowledge by themselves.

Suchman developed the inquiry learning model. This model trains students to investigate unusual phenomenons similar with scientists organizing knowledge and inventing principles (Julianto et al., 2011).

According to Hamruni  (2012), inquiry learning is based on humanity's inherent drive to seek knowledge, that curiosity towards their surroundings is human nature. Humans have the desire to identify everything and anything through their senses, with this need only growing along with them. Meaningful knowledge is based on these desires. To define inquiry learning is the same as defining multi dimensional education approach. There are many interpretations of John Dewey's vision, from constructivism, problem solving approach, project based approach, etc.  The point of inquiry is that it is a process centered on the students. All learning processes start with learning. What students know and what they want to do and learn is the main basis of education.

The steps of inquiry learning model are Questioning, Exploration, Hypothesis, Experiment, and Conclusion. Questioning starts with a problem or a question that stimulates student curiosity. Exploration has students to gather information and discuss briefly in groups to find answers in the point of view of the question giver. Hypothesis is when students build a temporary guess based on what they have discussed. The students are then finally asked to make their own conclusion based on evidence and data they have gathered and presented. With this model, students not only receive information, but also hone their skills in problem solving, critical thinking, group collaboration.

The observation findings that were found on September 10th, 2024 along with teacher interviews at fifth grade class of SD Inpres I Tobelo, Kabupaten Halmahera Utara on September 12nd 2024 revealed that students have low interest in civic education. They view the subject as uninteresting. This caused students to fail to focus in class, even resorting to other activities such as drawing, playing, or talking with other students, or even sleeping. This situation is an indication that the learning process was not yet able to awaken student activity optimally.

The average score for daily civic education quizzes on the first semester in 2024/2025 academic year, out of 26 students, 23 students successfully finish the quizzes, while the other 3 are not yet able to reach the acquired score by the teacher. The low study rate of the subject indicates earlier findings about the weakness in student participation.

Thus, it is important to fix the active participants of the class which are the teacher and the students  (Aji et al., 2024; BP, 2022; Prakoso & Wijaya, 2022). Therefore, this study aims to implement the inquiry learning model. This model is an approach which aims to wholly involve students in the learning process (Faisal et al., 2024; Rahayu NM,

2021). This research involves gathering information in a structured and analytical manner, making students potentially develop their own conclusion with confidence (Mardiah et al., 2024; Ramadan et al., 2025). It is expected through this approach that students not only understand the materials conceptually, but also able to develop a critical, active, and responsible character as a part of the civic education character building.

Civic education character building is a process of internalizing the Pancasila values. The goal is to develop students into smart, skilled citizens with traditional Indonesian values. This character covers an awareness with rights and responsibilities, democratic attitude, and also has the power to actively participate in civic and social life, such as appreciating differences and solving internal and external conflicts.

Civic education is partly education for character with the basis of local values seeing as Indonesia has an important role in building national character that reflects traditional and local values of each region. Character building education aims to introduce students to traditions and principles according to regional culture. This is important in nurturing live for the nation, appreciating variety, and implementation moral values that applies to the society. These educational aspects are stemmed from religious, social, moral, emotional, intellectual, and cultural aspects from the nation and family so long as communication is established (Iswatiningsih, 2016).

A few local values can be taught through civic education: *Gotong royong* (a term for *working together*) in simple terms is the attitude to help and collaborate with the community. Local beliefs in each region has gotong royong with their own term such as *goro* (Minangkabau), *marimoi ngone future* (Ternate), *pela gandong* (Ambon), *gugur gunung* (Yogyakarta), *sagilik sagaluk sabayantakan* (Bali), *situlutulu* (Mandar), *hoyak tabuik* (Padang), *nyemplo* (Banjramasin), *paleo* (Samarinda), etc. Despite its different names and ways, the values of gotong royong has the same meaning and passion to help each other in the community and establish connection. The differentiation in terms has the meaning that ties the emotion of each region and together creates national stability (Ratna, 2014: 286).

Inquiry learning is an approach that drives student to do their own exploration, ask questions, investigate phenomenons, analyze information, and formulate conclusions based on evidence. Through this approach, student not only obtain civic education but also hone their critical thinking skills.

There are a few relevant previous studies: Surya (2017) in their research regarding increasing learning results in social studies subjects using the inquiry model explains that there is an effect in using this model towards student learning results. (Kusumayanti et al., 2024) in their research about increasing student learning results through inquiry learning in fourth grade SD IV Inpres Sritabaang. The research explains there are effects of the inquiry learning approach towards learning results. Hariani (2019) explained in their research, also about inquiry learning approach that there are effects of said approach on science studies subject on fourth graders at SD Inpres 1 Tanamodindi Palu. These researches prove that the inquiry learning model is able to increase critical thinking, activity, and results of students.

However, there is a lack of study in inquiry learning regarding civic education subject in remote areas like North Halmahera. Researches that integrate local beliefs from North Maluku regarding character building is very minimal, meanwhile the social cultural context has a crucial effect in building students' civic identity.

Therefore this research offers a novelty in exploring the effectiveness of the inquiry learning method within the local context of North Maluku, specifically at SD Inpres 1 Tobelo. This approach will fill the lack of relevant learning model in the social cultural reality of the region.

This research also offers significant contribution towards the development of civic education learning; the inquiry learning model being a contextual and adaptive approach towards the social cultural conditions of North Maluku. This model may become a reference for civic curriculum development that is more relevant with the needs of more remote areas in Indonesia.

This research offers an empirical basis with educational program development that is considerate of regional characteristics, specifically in East Indonesia. The government's intention to increase character building that is relevant and inclusive through local beliefs as an effort to foster national identity.

The findings of this research offer valuable insights to elementary civic education teachers regarding the implementation of investigation based approach. The results offer a grounded answer for the problem: the low activity level in civic education learning process that has always been boring and satisfying so far.

## RESEARCH METHODS

This research employs descriptive qualitative approach with the goal of in depth understanding of the civic education learning process in the fifth grade class of SD Inpres I Tobelo, North Halmahera region. The data collected are words, images, and direct observation of the implementation of the inquiry learning process by the teachers. The object of the research covers including the headmaster and the teacher of the fifth grade class. This research was conducted from July of 2024 until April of 2025 at the aforementioned school. The data was collected through tests, observations, interviews, and documentation.

The test method of this research was conducted to assess the students' comprehension skills regarding civic education subject after using the inquiry approach. This test was divided into two parts: the first test was conducted before implementing the inquiry model, while the second test after. The test was made up of 20 multiple choice questions and 5 essay questions about the civic education material "Freedom in organizations" from the fifth grade civic education curriculum.

Observations were conducted to study the implementation of the inquiry learning model and the students' response throughout the learning process. The observation team was made out of the main researcher and two other researchers; the headmaster and the class teacher. The observation was carried out through six meetings (three weeks), with each meeting having the duration of 2x35 minutes.

Observation instruments for the research include structured observation with reports of teacher and student activity based on inquiry learning indicators, such as: (1) questioning skill, (2) information gathering skill, (3) data analysis skill, (4) hypothesis skill, and (5) result analysis skill. Each indicator was given a score from 1 to 4, with qualitative notes regarding important findings or special events throughout the observation.

The researcher conducted interviews to understand the teacher and student thoughts and feelings throughout the inquiry learning process. There are two interviews with the class teacher: one before the start of the implementation to gather their thoughts about the inquiry learning process and one after the implementation was finished to know the teacher's feedback. The students were interviewed in groups of six (focus group) based on their skills (high, moderate, low).

The researcher used a semi-structured interview guide to make sure of the important questions on the situation. The important questions are: (1) What is your thoughts regarding the inquiry learning model? (2) What challenges do you face while learning? (3) What are your thougjts when you have to give questions and find your own answers? And (4) Do uou think this learning model helped you learn civic education better? The researcher recorded the interview with an audio recorder and converted it into a transcription.

 Documentation was conducted to acquire physical evidence on how inquiry learning was implemented and how well the students learned. The documentation includes: (1) Lesson Plan using inquiry learning model; (2) student worksheet with instructions on inquiry learning activities; (3) students' work results throughout the learning process; (4) students' portfolio on the development of their comprehension; and (5) photo and video on the learning process.

The researcher also made field notes on each meeting containing important ideas and observations that might not be noted with formal observation tools. All documents are organized with codes (ie. DOK-01-RPP and DOK-02-LKS) and stored digitally for easy access.

To show the whole picture on how well inquiry learning works in civic education class, the four data collecting methods were done simultaneously. To ensure an objective result, all the data would be compared. According to qualitative data by Miles, Huberman, and Saldana (2014), data analysis process involves steps in reducing, presenting, and making conclusions from the data.

The types of data are: primary data (student results and researchers' observation) and secondary data (archive of the civic education scores from the 1st semester). The tools that were used include test instruments, observation sheet, interview guide, and documentation such as photos and voice recordings.

The data analysis technique used was descriptive qualitative with analyzing student results and observations of the learning process. The indicators of success is decided with how active the students were (>65% as active) and student results (>75 for the minimum score and the average of >80 for classical success). The success categories are divided into five stages, from very high (A) to very low (E). The researcher was present in the field as the main instrument in observing and interpreting the learning

phenomenons by using source and technique triangulation to ensure the validity of the data.

**RESULTS AND DISCUSSION**

**Implementation of the Headmaster's View of the Inquiry Learning Model**

To understand the policy and support by the headmaster in implementing the inquiry learning model, an analysis is needed towards the strategical roles that were in motion. Inquiry learning demands active participation from students, and success in the implementation hinges on the commitment of the headmaster in facilitating the supporting policy and the proper learning accommodations. One of those concrete supports is in providing the training and the room to teachers to deepen their knowledge of the inquiry learning model.

The headmaster of SD Inpres I Tobelo expressed that the approach made a positive impact, particularly in pushing students to be more curious, nore active, and more independent in solving problems. He claimed that the teachers wholeheartedly support this approach because it can increase critical thinking skills and creativity. *"This model makes students more curious and active in looking for information."* (Headmaster/10-09-2024).

The headmaster's support could also be seen through the school's efforts in building an innovative school culture. This could be seen through adjustments in schedules, accommodations in proper teaching tools, and creation of a learning ecosystem that supports activity and experimentation. This approach reflects an instructional leadership that is proactive, which is in suit with the changes in education theory that emphasized systematic and collaborative support (Widodo, 2019).

Other than as the policy maker, the headmaster also acts as a facilitator and a motivator in transforming the learning process. The commitment towards the training for the teachers was an important aspect in a successful implementation of this learning model, especially with how not all of the teachers have a strong pedagogical background in inquiry learning approach. This strategy strengthens the constructivist principles in positioning the students as the active learner subject through comprehension exploration (Rossiana et al., 2024).

This supports previous studies that state that the success of the inquiry learning implementation depends on the readiness of the teachers and headmaster (Ismail et al.,

2024; Musdiani et al., 2020). In othwr words, the effectiveness of inquiry learning not only rests on teaching strategies, but also on the support system the school provides.

**School Implementation in Providing Inquiry Learning Training to Teachers**

SD Inpres I Tobelo have implemented a training program for teachers regarding inquiry learning. This was done through a collaboration with national education authorities and other partnering schools such as SD Negeri Wosia and SD Negeri 4 Gamsungi. This training was provided to all teaching staff in order to assure the standardization of the inquiry learning model.

The headmaster ecxplained that the training session also had a mentoring session for teachers who still had challenges in implementing the model. The school also monitored the effectiveness of using this model. *"We have to train and observe this method to really make sure its positive effects,"* the headmaster said (headmaster/10-09-2024).

With this systematic approach, the teachers were expected to be able to implement the inquiry learning model effectively and consistently in all kinds of subjects. This strategy not only increase deep understanding of concepts, but also nurture critical thinking and problem solving skills. The learning process turned to be more meaningful with students pushed to ask questions, explore information, and participate collaboratively and reflectively.



**Figure 1.** Teacher Training Session

The training provided by the school reflected the earnestness in building the teachers' capacity as the main actor in a learning process. The involvement of external parties such as national education authorities and partner schools show a collaborative and sustainable cultivation in teachers' professionality. This collaboration was very important in enriching the teachers' perspectives in implementing the inquiry model suitable in a local context.

Other than formal training, the training session also served as a reflection session to fix and improve teaching processes. Teachers who experience difficulties in implementing the inquiry model had the chance to discuss and find solutions together, making the process for positive change less individualistic. This is in line with the concept *peer coaching* and learning community that is growing in popularity between professional teachers in progressive schools.

Monitoring was also done by the school as an important instrument to assess the effectiveness of the training and implementation strategy. Through this process, the school could see how far the process in implementation had influenced student learning activities, wether it was cognitive or affective.

With consistent training and monitoring, the inquiry learning model would be easier to integrate in learning processes. This was expected to be able to create a more dynamic learning environment where students are independently and actively searching, processing, and evaluating information – an important skill to have in this era.

This was also in previous studies, for example by Hariani (2019) that the inquiry method has effects on science studies learning results of sixth graders at Inpres 1 Tanamodindi Palu. The research by Khosiah (2016), showed there is an increase in learning results on the subject "collaboration between South East Asian countries" through the inquiry learning method on sixth grade students at SDN Tanjungrejo III.

The advantage of this study is the instillation of character values through civic education using the inquiry method learning model. Departing from the focus of the problem, the question of this study is the role of teachers in instilling character values to students through the inquiry model in civic education in elementary schools.

**Implementation of Facilities and Resources Provided in Schools to Support the Inquiry Learning Model**

SD Inpres I Tobelo provided facilities and resources to support the inquiry learning model. The headmaster explained that despitre the lack of space, the school had proper library with electronic devices such as the Chromebook, and internet access as a means for independent studying. *"We also take advantage of the environment around as a way to learn so students can understand concepts that feel more realistic."* (headmaster/10-09-2024).

Facilities such as books, digital technology, and internet service showed the commitment of the school in providing a learning environment that is explorative and

contextual. This is very important in driving students to actively seek, analyze, and connect knowledge with everyday experiences. The use of daily environments could also strengthen learning with the basis of experiences, which is very relevant with inquiry learning.

The use of the surrounding environment could also reflect relevant contextual approach in inquiry learning. Through experiences outside the class, students not only understand theoretical concepts, but are also able to use them in real life. This strategy is in line with the concept of experiential learning where students are directly involved in the investigation process and reflect on the phenomenons they are witnessing.

This support in inquiry learning was not only limited with the readiness of instruments, but also in the learning ecosystem where students are driven to ask, try, and evaluate. In this context, teachers as facilitators are very crucial in making sure these facilities are used in the expected direction.

This finding support the perspective that the success of the inquiry learning model is not only dependent on the learning strategies, but also on the learning environment as a whole(Mardiah et al., 2024; Prasetiyo & Rosy, 2021). Facilities that are adaptive and relevant act as an important foundation in creating learning processes that are meaningful and transformative.



**Figure 2**. Library



**Figure 3.** Students Using Chromebooks

**Figure 4.** The Schoolyard

**Implementation of Understanding the Concept and Steps of the Inquiry Learning Model**

Inquiry learning approach from the perspective of teachers as guides and facilitators.

> *"To understand this concept, the learning inquiry model has to pressure students to find answers and experiment on their own. My focus is more to develop the students' skills. The steps I took are to make questions that can make students curious. Then students are given the chance to investigate using experiment, discussion, and observation."*



**Figure 5.** Interview with The Homeroom Teacher

The teacher's statement showed that inquiry learning is not only theoritical but also practical in learning processes. The teacher understood that the key to this model is to foster curiosity within students through open-ended questions that challenge their mind, making the model very student-centered.

The steps of class implementation, such as starting with a trigger question, and then giving students space for exploration and observation, are the representation of the scientific approach that is the basis of the inquiry model. These stages are in line with scientific inquiry stages which are hypothesizing a problem, gathering data, analyzing information, and making a conclusion (Prasetiyo & Rosy, 2021).

The implementation of this model demands teachers to have the skills to structure flexible learning and manage complex class dynamics. The teacher is no longer the only source of information, but is now more of a guide for the students in navigating the process of learning. This helps create a learning atmosphere that is more collaborative and intellectually challenging.

In the context of 21st century education, critical thinking, problem solving, and learning independence are trained through inquiry learning. These are very important skills for the students' future (Maysarah et al., 2024; Roudlo, 2020). Therefore, the teachers' understanding of the essence and stages of the inquiry model is one of the main foundations in the success of the implementation at the elementary school.

**Implementation of The Frequency of the Inquiry Learning Model Usage in Civic Education**

The implementation of the inquiry learning model in civics education can improve students' critical and analytical thinking skills, through open questions that trigger students' curiosity.

> *"Truthfully, I used the inquiry model routinely but not all meetings. Usually, I use the model when I need deeper explanation and understanding, like topics about rights and civic responsibilities or social issues that need a longer discussion. I try to use the inquiry model two or three times each month, usually depending on the subject. I feel this model is decently effective with students finding their own information and not just rely on me as the main source of information. They are also more critical and can see with more perspectives on civic issues. But there are other subjects that are more suitable with other ways such as lectures and focused discussions."*

This means that this inquiry model can encourage students to be active in learning, improve collaboration, and shape better citizenship characters. The frequency of using inquiry models that are adjusted to the complexity of the material shows the flexibility of this approach in thematic learning. In the context of civic education, where the material

is often related to abstract concepts and social values, the selective use of inquiry models allows students to explore issues more deeply and develop democratic attitudes and reflective thinking skills.

**The Stages of Implementing Inquiry Learning**

In the implementation of inquiry learning at SD Inpres I Tobelo Halmahera Utara, the steps taken include compiling learning objectives, motivating students with interesting questions, individual or group exploration, analysis, and discussion of student findings, as well as reflection and feedback for improving learning in the future.

*"In implementing inquiry learning, there are several steps that we take. First, we start by triggering students' curiosity, for example by asking questions that make them interested in the topic that will be discussed. Usually, I also use visual media, such as pictures or short videos that match the material. After students start to get interested, the next step is to give them the opportunity to ask questions, one of which is through observation during discussions and presentations, like that".*

These steps are in line with the stages of inquiry; orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and concluding. The use of visual media also enriches the learning context and stimulates students' curiosity, which is the beginning of the inquiry process.i.

**Challenges Faced During the Implementation of Inquiry Learning Process**

During the inquiry learning process, several obstacles that are often encountered include time constraints, as well as difficulties in guiding students to ask relevant questions.

*"So one of the problems often encountered in inquiry learning is that students have difficulty focusing on digging up information or asking questions. In addition, time is also a problem, because this inquiry learning model requires more time for research and discussion. To overcome the time problem, I try to create a more exciting atmosphere. For example, use visual learning aids and direct exercises so that students are more interested and active. I also adjust the learning schedule so that there is more freedom for long discussions."*

Another challenge that was related to the limited learning facilities such as adequate media and information sources, especially if teachers do not have enough training to manage inquiry-based learning. In addition, the background of students who

are not used to critical thinking makes the guidance process more intensive, so teachers must play a more active role in facilitating students' thinking processes.

**Implementation of the Effectiveness of the Inquiry Learning Model on Student Learning Results**

The inquiry learning model effectively improves student learning outcomes because it involves them in the process of finding their own answers and understanding.

*"I think this inquiry learning model is quite effective. In this way, students do not only receive information passively, but they also actively seek knowledge themselves. They understand the material more deeply, not just memorizing or writing in notebooks. They are more enthusiastic about finding solutions and asking questions, even though there were difficulties at first, but the end result is very positive because they are more confident. One thing I see is from the assessment of projects and group discussions."*

However, the success of the inquiry learning model depends on the ability of the teacher to teach in the classroom. The effectiveness of this approach can be seen from the increase in student participation in learning activities, their ability to express opinions, and the results of evaluations in the form of projects and presentations. Teachers also reported an increase in student learning motivation, which was previously passive, to become more active and critical in thinking.

**Evaluating Student Learning Outcomes After Implementing the Inquiry Learning Model**

Evaluation of student learning outcomes after the implementation of the inquiry learning model at SD Inpres I Tobelo was carried out through formative and authentic approaches. Teachers used various instruments such as open-ended questions, worksheets, and group discussions to assess the extent to which students understood the material and were able to apply concepts in real situations. *"This evaluation is not just memorization, but also to see their ability to solve problems.,"* the homeroom teacher explained.

Evaluation in inquiry learning is holistic, not only assessing cognitive aspects, but also affective and process skills. Therefore, the use of authentic assessments such as portfolios, project rubrics, and peer assessments is important. This strategy is in line with the assessment principles in competency-based learning that emphasize understanding and application of knowledge, which can be seen in table 1.

**Tabel 1.** Evaluating Civics Education Results using Inquiry

| Evaluation Aspect | Evaluation Method | Findings |
|---|---|---|
| Concept | Written Test (First test and Second test) | Average score increased from 65.4 to 82.7 (17.3 point increase) |
| Active Participation | Observation while Learning | Increase in the number of students actively asking questions from 40% to 78% |
| Critical Thinking | Problem analysis assessment rubric | Improvement in the ability to analyze civic issues from the category "sufficient" to "good" |
| Collaboration | Peer assessment | 85% of students showed an increase in their ability to work in groups |
| Presentation Result | Presentation rubric | Percentage quality improvement from an average score of 2.3 to 3.6 (scale 1-4) |

Based on the evaluation results above, it can be concluded that the application of the inquiry learning model has a significant positive effect on the learning results of civic education students in thr fifth grade of SD Inpres I Tobelo. The increase does not only occur in the cognitive aspect, but also in the affective and psychomotor aspects which are reflected in the increase in active participation skills, critical thinking skills, collaboration skills, and presentation skills. This shows that the inquiry learning model is effective in creating a learning environment that encourages students to develop a deeper understanding of the concept of citizenship as well as develop social skills that are important for their development as responsible citizens.

**CONCLUSION**

The results of the study indicate that the inquiry learning model is effective in improving the learning results of PKn students in fifth graders at SD Inpres I Tobelo, North Halmahera. This model not only encourages increased understanding of concepts, but also develops critical thinking skills, democratic attitudes, and active participation of students in the learning process. In addition, this approach also helps teachers improve their teaching skills through continuous observation and reflection of learning.

From these findings, it is recommended that teachers integrate inquiry learning in civics planning by adjusting students' cognitive stages and using contextual teaching materials that are relevant to local issues. A safe and collaborative learning environment also needs to be created to support the success of this approach. Furthermore, researchers and policy makers are expected to develop similar models in other subjects and encourage teacher training evenly in remote areas. Thus, the application of the

inquiry model can be expanded in the basic education system in Indonesia, especially in border and island areas, as part of an effort to strengthen the character and citizenship competency of students.

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