



Implementation of the Social Inquiry Model in Civics Learning to Maintain Unity in Elementary Schools

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ABSTRACT

The lack of active student involvement in cultivating cooperation (*gotong royong*) through Civic Education (PKn) remains a challenge in character education at the elementary level. This study analyzes the implementation of the social inquiry learning model, theoretically rooted in constructivism and Bandura's social learning theory, to strengthen unity and cooperation through classroom practice. A qualitative descriptive approach was employed with 22 sixth-grade students at an Integrated Islamic Elementary School in Purwakarta Regency. Data were collected through observation, semi-structured interviews, and document review, then analyzed using Miles and Huberman's interactive model with triangulation to ensure validity. The findings show that the social inquiry model was implemented across six syntaxes, from orientation to reflection. Teachers used visual media, guiding questions, and collaborative tasks to stimulate curiosity, critical thinking, and argumentation. Students engaged actively in cooperative practices, such as cleaning the classroom and helping peers, which reinforced responsibility and social awareness. A teacher emphasized that "when students discuss and make decisions together, they begin to internalize cooperation as part of their daily lives," while a student reflected that "working in groups makes learning easier and more enjoyable." The novelty of this study lies in aligning the social inquiry model with the Merdeka Curriculum's character education goals, particularly the Pancasila Student Profile. Beyond cognitive outcomes, this research highlights inquiry's role in systematically cultivating cooperation as a civic disposition, offering both theoretical reinforcement and practical strategies for transformative Civics learning.

Keywords: Social inquiry learning model; Civics education; character education.

ABSTRAK

Kurangnya keterlibatan aktif siswa dalam menumbuhkan kerja sama (gotong royong) melalui Pendidikan Kewarganegaraan (PKn) tetap menjadi tantangan dalam pendidikan karakter di tingkat sekolah dasar. Studi ini menganalisis implementasi model pembelajaran penyelidikan sosial, yang secara teoritis didasarkan pada konstruktivisme dan teori pembelajaran sosial Bandura, untuk memperkuat persatuan dan kerja sama melalui praktik di kelas. Pendekatan deskriptif kualitatif digunakan dengan 22 siswa kelas enam di Sekolah Dasar Islam Terpadu di Kabupaten Purwakarta. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan tinjauan dokumen, kemudian dianalisis menggunakan model interaktif Miles dan Huberman dengan triangulasi untuk memastikan validitas. Temuan menunjukkan bahwa model pembelajaran penyelidikan sosial diterapkan melalui enam tahap, mulai dari orientasi hingga refleksi. Guru menggunakan media visual, pertanyaan panduan, dan tugas kolaboratif untuk merangsang rasa ingin tahu, berpikir kritis, dan argumentasi. Siswa terlibat aktif dalam praktik kooperatif, seperti membersihkan kelas dan membantu teman sekelas, yang memperkuat rasa tanggung jawab dan kesadaran sosial. Seorang guru menekankan bahwa “ketika siswa berdiskusi dan mengambil keputusan bersama, mereka mulai menginternalisasi kerja sama sebagai bagian dari kehidupan sehari-hari mereka,” sementara seorang siswa merefleksikan bahwa “bekerja dalam kelompok membuat belajar lebih mudah dan menyenangkan.” Keterbaruan penelitian ini terletak pada penyelarasan model penyelidikan sosial dengan tujuan pendidikan karakter Kurikulum Merdeka, khususnya Profil Siswa Pancasila. Selain hasil kognitif, penelitian ini menyoroti peran penyelidikan dalam secara sistematis menumbuhkan kerja sama sebagai disposisi kewarganegaraan, memberikan dukungan teoretis dan strategi praktis untuk pembelajaran Kewarganegaraan yang transformatif.

Kata Kunci : Model pembelajaran penyelidikan sosial; Pendidikan kewarganegaraan; Pendidikan karakter.

INTRODUCTION

Education has a strategic role in creating a generation able to adapt to the times. It is not only a means of transferring knowledge, but also a medium for building national character in response to social, technological, and cultural challenges in the era of globalization and the industrial revolution 4.0 (Riyadi et al, 2025; Kurniasari, 2021). One of these challenges is to foster national values, such as *gotong royong*, from the elementary level, especially amid a growing culture of individualism and declining social interaction (Saripah et al, 2023). In the national curriculum, Civics Education (PKn) is designed to form smart, skilled, and characterized citizens, with an emphasis on understanding rights and obligations and developing critical, rational thinking in addressing civic issues (Dermawan & Maulana, 2023). Among the central values to be cultivated is mutual cooperation as a reflection of unity, ideally internalized through active, collaborative, and contextual classroom experiences.

In reality, Civics learning has not fully realized this goal. Zahro, (2022) found that students often show low enthusiasm and confusion about the material, leading to limited motivation and weak application of social values in daily life. Preliminary observations in an Integrated Islamic Elementary School (SDS IT) in Purwakarta confirmed that Civics classes remain dominated by one-way teacher explanations, with minimal student participation in discussion or group work. This limits the internalization of civic values, including cooperation, since affective and psychomotor aspects are not adequately engaged.

Previous research has explored the integration of social values in Civics learning. Iswayurani & Attalina, (2023) explained that *gotong royong* can function not only as a moral value but also as a collaboration-based learning approach. Kiftiyah et al., (2023) demonstrated

that guided inquiry models enhance student involvement and character development such as responsibility and curiosity. Similarly Sunaryati et al, (2024) and Wairata, (2021) confirmed that inquiry-based approaches transform Civics learning into more active, reflective, and collaborative practices, improving critical thinking and strengthening Pancasila values. Meta-analysis findings by Fahrurrozi et al, (2022) further support that inquiry can significantly increase learning outcomes and motivation. More recently, Megawati, (2024) and Mamonto et al, (2024) highlighted the role of social inquiry in improving ecoliteracy, critical thinking, and 21st-century competencies. The conformity between the module and the theory is also reinforced by the conceptual framework of Wena, (2009), which states that social inquiry-based learning encourages learners to think critically, understand value conflicts, and make decisions based on ethical understanding. In the context of Civics modules, the use of visual media, triggering questions, and reflective activities are important elements that facilitate students to engage cognitively and emotionally, thus strengthening the internalization of civic values in elementary classrooms.

Although these studies underline the benefits of inquiry-based learning in enhancing academic achievement, critical thinking, and ecoliteracy, they have not directly addressed the challenge of cultivating cooperation (*gotong royong*) as a lived civic practice in elementary Civics. This study therefore supports previous findings on the value of inquiry learning, while extending them to focus on the problem of low student engagement in cooperative and participatory civic practices. The purpose of this research is to analyze how the social inquiry learning model can foster the value of cooperation through active student participation, transforming conventional teacher-centered Civics into interactive and reflective practices. In doing so, this study provides both theoretical reinforcement – through constructivist and social learning perspectives – and practical contributions, by offering an empirically grounded strategy to strengthen the Pancasila Student Profile within the Independent Curriculum.

METHOD

Type and Design

This study employed a qualitative approach with a descriptive design to explore social phenomena in their natural classroom setting and to provide a systematic and factual depiction of the observed processes (Prasanti, 2018). The study was conducted in several stages, including planning and obtaining research permission from the school authorities, conducting data collection, analyzing and interpreting the data, and compiling the final report. No experimental manipulation was applied, as the study relied on established qualitative research protocols that allow replication in similar educational contexts. Ethical clearance was obtained from the school principal as the local authority, and all participants were informed about the research procedure before data collection.

Data and Data Sources

The research subjects were all 22 sixth-grade students in one intact class at an Integrated Islamic Elementary School (SDS II) in Purwakarta Regency. Thus, the sampling technique used was total class sampling, where all students in the class were included to capture the natural dynamics of cooperation during Civics learning. The site was chosen purposively because the school consistently emphasizes unity and *gotong royong* values in both curricular

and extracurricular programs. The study was carried out during the even semester of the 2024/2025 academic year.

The object of this research was the implementation of mutual cooperation values within Civics Education (PKn) learning through the use of the social inquiry model. This setting was considered relevant because of its contextual emphasis on integrating national values into students' everyday activities, making it an exemplary case for investigating the research problem.

Data Collection Technique

Data were collected using three complementary techniques, namely observation, interviews, and document analysis. Observation was carried out during Civics lessons, where the researcher acted as a participant observer to directly engage with classroom activities while recording students' behaviors, participation, and interactions without interrupting the natural learning flow. In addition, semi-structured interviews were conducted with selected students, particularly those assigned to classroom duty (*piket*), to gain deeper insights into their perceptions and experiences; the interview instrument was validated through expert judgment by two Civic Education lecturers and refined through a pilot test with two non-participant students to ensure clarity and relevance of each item, with the complete guide presented in Table 1. Furthermore, document analysis was employed by examining lesson plans, attendance records, and samples of student work, which served to corroborate and enrich the data obtained from observations and interviews.

Table 2. Miles & Huberman Analysis Steps

No	Questions
1.	How do you prepare learning using the social inquiry model for this mutual cooperation material?
2.	What are the challenges faced in planning this lesson?
3.	How do students respond when asked a stimulating question regarding mutual cooperation?
4.	Are students able to discuss well in compiling a list of the benefits and ways of mutual cooperation?
5.	How are students involved in exploration activities such as mutual cooperation practices in class/school?
6.	Are there any students who are less active or having difficulty participating in the lesson? If so, how do you address this?
7.	How effective is the social inquiry model in improving students' understanding of mutual cooperation?
8.	Do you see any changes in students' attitudes towards mutual cooperation after this learning?
9.	How do you assess the success of this learning? (For example, through observation, written assessment, or student reflection)
10.	If given the opportunity to repeat this lesson, is there anything you would like to improve or enhance?

Data Analysis

The data analysis in this study was carried out using an interactive model consisting of three key stages: data reduction, data presentation, and conclusion drawing or verification. The first stage, data reduction, involved selecting and organizing relevant data from field notes, interview transcripts, and document reviews, ensuring that only information pertinent to the research focus was retained. The second stage involved presenting the data in the form of thematic narratives structured around the research indicators, which facilitated a clearer interpretation of the findings. In the final stage, conclusions were drawn by interpreting the organized data, and these interpretations were then compared with existing research to enhance their validity. To ensure the trustworthiness and credibility of the findings, triangulation of both data sources and data collection techniques was conducted. The researcher maintained continuous communication with participants during the analysis process, allowing for clarification and the completion of any incomplete information. This process ensured that the findings of the study were both credible and reflective of the actual dynamics of social inquiry learning implementation in the classroom

Table 2. Miles & Huberman Analysis Steps

No	Questions	
1.	Data Reduction	Selecting and organizing relevant information from observations, interviews, and documents.
2.	Data Display	Presenting data in thematic narratives and matrices based on research indicators
3.	Conclusion/Verification	Interpreting the data, validating through triangulation, and confirming with participants.

To ensure the credibility and trustworthiness of the findings, triangulation was applied across data sources (students, documents, and classroom activities) as well as collection techniques (observation, interviews, and document analysis). In addition, the researcher maintained continuous communication with participants throughout the analysis process, which allowed clarification of emerging findings and completion of any missing information. This analytical process ensured that the results were both credible and reflective of the actual dynamics of social inquiry learning in the classroom.

RESULTS AND DISCUSSION

RESULT

This study used three complementary techniques – document review, classroom observation, and teacher interviews – to provide a comprehensive understanding of the implementation of the social inquiry model in Civics learning on the theme *“Maintaining Unity through Gotong Royong”* in Grade IV SDS Cendekia Purwakarta. Each data source offered unique insights into how the planning, implementation, and reflection processes unfolded in practice. The integration of these sources enabled the researcher to assess the degree of alignment between theory and

classroom reality, while also capturing authentic student voices and teacher strategies.

1. Lesson Planning and Document Review

The review of teaching documents revealed that the lesson module had been carefully constructed to follow the syntax of the social inquiry model. The lesson began with issue orientation, using pictures and short videos depicting mutual cooperation in community life as stimuli. These visual prompts were accompanied by guiding questions that were designed to spark curiosity and focus attention on relevant social issues. This structure reflects the principle that inquiry learning should start with real-world phenomena that are close to students' lived experiences.

Further analysis showed that the module provided systematic instructions to guide students in the data exploration stage. Clear exploratory questions encouraged students to investigate examples of mutual cooperation at home, school, and in their community. In addition, the module included rubrics for organizing information, which supported students in moving from raw data to preliminary conclusions. The presence of these scaffolds indicates that the module was not only designed to deliver content, but also to train students in inquiry skills such as fact-finding, analyzing evidence, and drawing reasoned conclusions.

The module concluded with structured presentation and reflection activities. Students were tasked with presenting their group findings and then engaging in individual reflection on their learning process. Reflection prompts were linked to broader civic values such as cooperation and responsibility, thereby ensuring that the lesson integrated cognitive, affective, and psychomotor dimensions. This alignment with Joyce et al, (2009) six stages of social inquiry suggests that the module had strong potential to facilitate both knowledge development and character formation, consistent with the goals of elementary Civics education.

2. Classroom Observation

Observation conducted on March 13, 2025 confirmed that the lesson was enacted according to the design. The teacher opened the lesson with strong apperception, showing pictures and videos of community cooperation and posing questions like *"What are the benefits of gotong royong for you?"*. This approach successfully connected the topic to students' real-life experiences, generating curiosity and enthusiasm. One student commented, *"When we clean the class together, it feels lighter and we can finish quickly,"* which illustrates how the opening activity immediately engaged students and established relevance.

During the core activities, students were divided into small groups and assigned exploratory tasks. Observations showed that the discussions were dynamic, with students actively exchanging ideas, listening attentively, and expressing their

opinions with confidence. The teacher's role was primarily facilitative: she circulated among groups, posed probing questions, and supported groups that encountered difficulties. This stage clearly reflected the social inquiry syntax of identifying facts, considering attitudes, and developing arguments, as students linked personal experiences with broader civic values.

The closing activities included group presentations followed by a collective reflection. Students shared practical ideas such as *"helping friends," "sweeping together,"* or *"keeping the classroom clean."* The teacher reinforced these responses by linking them back to the national values of unity and cooperation. Reflection was emphasized as a crucial stage, with students invited to evaluate not only what they learned, but also how they applied these lessons in their daily lives. Observation notes consistently highlighted four indicators that emerged strongly: active participation, cooperation, responsibility, and enthusiasm.

3. Teacher Interview

Insights from the teacher interview reinforced the findings from documents and observations. The teacher explained that lesson planning was carefully adapted to student characteristics. She described how she designed triggering questions to stimulate curiosity and prepared media such as videos and pictures to concretely visualize cooperation practices. She also acknowledged challenges, such as ensuring that every question pushed students to think critically and explore social issues deeply.

In terms of classroom implementation, the teacher observed that students' responses to the social inquiry model were highly positive. Students were more active in asking questions, engaging in discussions, and seeking out information from their surroundings. However, she also noted that some students were initially less active during group work. To address this, she implemented a role assignment strategy, such as appointing note-takers, spokespersons, and timekeepers. According to her, *"Even the quiet students became more confident when I gave them roles."* This finding highlights how inquiry learning can be combined with differentiated strategies to promote equitable participation.

When discussing the evaluation process, the teacher emphasized the use of multiple assessment forms: observation of participation, written assignments, and oral reflection. She concluded that most students were able to connect the concept of gotong royong with their real-life practices at school and at home. In her words, *"They did not only understand the concept, but they also showed initiative to practice it at school."* The teacher also expressed interest in adding technological tools and varied methods in the future to further enhance engagement. These reflections provide strong evidence of the model's effectiveness in creating meaningful and participatory learning experiences.

4. Triangulated Findings

Synthesizing the results across documents, classroom observations, and interviews reveals a consistent pattern: the **social inquiry model was effectively realized in lesson planning, implementation, and reflection**. Each stage of the model was visible in practice, and the evidence strongly suggests that students not only acquired civic concepts but also demonstrated character indicators such as participation, responsibility, cooperation, and empathy.

Authentic qualitative data provide further confirmation. Student reflections highlighted personal meaning in the practice of mutual cooperation. One student wrote, *“If we cooperate, no one feels left out, and we are stronger together.”* This statement demonstrates the internalization of civic dispositions. Similarly, teacher reflections confirmed that the lesson went beyond knowledge transmission to instill attitudes of caring and responsibility: *“They showed initiative to implement cooperation in real life.”*

To illustrate these findings systematically, Table 2 maps the six stages of the social inquiry syntax to the character indicators observed during the lesson. The table provides an integrated summary of how inquiry learning fostered not only academic understanding but also civic values in practice.

Table 2 Key Findings from Modules, Observations, and Interviews

Stages of Social Inquiry	Classroom Implementation Example	Character Indicators Observed
Issue/case orientation	Visual media and guiding questions	Curiosity, civic awareness
Data exploration	Group inquiry on cooperation practices	Collaboration, responsibility
Identify the facts	Linking lived experiences to civic concepts	Active participation, communication
Taking a stand	Students express views (e.g., helping friends, sweeping)	Confidence, empathy, reasoning
Presentation of results	Group presentations reinforced with national values	Cooperation, respect, accountability
Reflection/evaluation	Individual reflections on meaning of gotong royong	Unity, responsibility, empathy

Discussion

The findings of this study indicate that the social inquiry model can foster students' critical engagement and internalization of civic values such as cooperation, responsibility, and empathy. This is consistent with constructivist theory Vygotsky (Wibowo et al, 2025), which emphasizes that learning is most effective when it is socially mediated and connected to real-life experiences. Students' ability to relate the value of gotong royong to their daily practices illustrates how inquiry learning

bridges abstract concepts with lived reality. At the same time, the reflective stage confirms Kolb's (Lestari et al., 2024) experiential learning cycle, where students consolidate understanding through action and reflection. Trianto, (2024) inquiry learning consists of activities that encourage students to think critically, analytically, and dialogically to find solutions to the problems they face. This perspective reinforces the present findings, as students not only discussed civic values but also collaboratively constructed solutions and practices that embodied cooperation in their school context.

While these results align with prior studies highlighting the benefits of inquiry-based approaches (Megawati, 2024; Sundari & Nurchoiriyah, 2021), they also raise questions about the limits of such methods. For example, Wiratama, (2019) found that while inquiry enhanced student outcomes, it required extensive lesson time that many teachers struggled to allocate within the constraints of the curriculum. Similarly, Farisia et al, (2025) reported that large class sizes and diverse student characteristics made it difficult for teachers to organize differentiated and inquiry-based activities effectively, often limiting the depth of engagement that could be achieved. These contrasting findings suggest that although inquiry is powerful for fostering engagement and improving conceptual understanding of social issues, its success depends heavily on contextual factors such as class size, teacher expertise, and time availability.

From a theoretical perspective, this study strengthens the integration of social learning theory Bandura, (1986) into Civics education. The teacher's modeling of cooperative behavior and reinforcement of student reflections provided clear examples of vicarious learning, supporting the idea that character is formed not only through direct practice but also through observation and guided feedback. The evidence of students taking initiative for instance, organizing cleaning schedules or helping peers demonstrates how reinforcement within inquiry activities can cultivate sustainable civic dispositions.

Nevertheless, challenges remain for broader application. Schools with limited instructional time may find it difficult to complete all stages of the social inquiry cycle. Teachers with insufficient training may also struggle to design modules that integrate inquiry with character education. Moreover, resource constraints, such as lack of audiovisual media, can reduce the effectiveness of contextual stimuli that were crucial in this study. These barriers echo Mamonto et al, (2024), who stressed that successful 21st-century pedagogy requires not only innovative models but also adequate teacher preparation and institutional support.

Theoretically, this research contributes by mapping character indicators to each stage of the inquiry process, thereby operationalizing how values such as participation, empathy, and accountability are cultivated step by step. This contribution extends beyond previous studies, which often treated inquiry outcomes

in general terms without detailing their developmental trajectory. Practically, the study provides evidence that the social inquiry model can be aligned with the Pancasila Student Profile in the Merdeka Curriculum, offering a pathway for schools to integrate critical thinking with civic character formation. At the same time, the recognition of challenges underscores the need for adaptive strategies—such as differentiated roles, integration of digital tools, and flexible time allocation—to ensure sustainable implementation in diverse school contexts.

CONCLUSION

The findings of this study conclude that the implementation of the social inquiry learning model in Civics lessons with the theme “*Maintaining Unity and Oneness through Mutual Cooperation*” is effective in fostering active student engagement while internalizing values of cooperation and responsibility through authentic school experiences. The inquiry syntax—orientation to issues, exploration, fact identification, taking a stand, presentation, and reflection—enabled students to think critically, participate actively, and translate civic values into concrete actions.

Theoretical contributions. This study enriches the field of character-based civic education by demonstrating how social inquiry can operationalize the cultivation of civic dispositions step by step. The mapping of character indicators at each stage illustrates how inquiry bridges constructivist learning (Vygotsky), experiential learning (Kolb), and social learning (Bandura) into a unified pedagogical practice. These insights extend previous research that focused mainly on cognitive gains by showing the parallel trajectory of affective and social development.

Practical contributions. For teachers, the study provides guidelines on designing modules that integrate visual media, triggering questions, structured group roles, and reflective tasks to ensure inclusive participation. For schools and education stakeholders, the study highlights the importance of institutional support in the form of training, mentoring, and contextual learning resources to sustain inquiry-based civic education. In line with the Merdeka Curriculum, this approach offers a concrete pathway to strengthening the Pancasila Student Profile through daily classroom practices.

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