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## Inquiry-Based Learning and Its Impact on Critical Thinking: An Empirical Analysis

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**Abstract:** The development of critical thinking skills within Pancasila and Civic Education in Indonesia faces substantial challenges, necessitating innovative instructional approaches to bridge this gap. This paper investigates the effectiveness of the Inquiry-Based Learning Model in enhancing critical thinking within Pancasila and Civic Education classrooms. Through a literature-based research method, this study collects and synthesizes insights from diverse academic sources, applying a descriptive-exploratory framework to explore the theoretical and empirical support for this instructional model. Findings reveal that the inquiry-based learning model significantly improves students' critical thinking abilities by fostering an environment conducive to exploration, reflection, and dialogue. The study underscores the practical value of Inquiry-Based Learning as a tool for not only bolstering educational outcomes but also embedding Pancasila values, thereby guiding students toward becoming active, responsible citizens. Practical implications for educators and recommendations for optimizing this instructional approach in the context of Pancasila and Civic Education are also discussed, emphasizing the role of inquiry-based learning in both cognitive and character development aligned with Pancasila values.

**Keywords:** Inquiry learning model, Critical thinking skills, Civic education

### Introduction

Pancasila and Civic Education is not only a compulsory subject in schools, but also acts as a major instrument in shaping the character and awareness of the nation and state of students in Indonesia. The position of Pancasila as the foundation of the state and the principles of democracy, makes it the main foundation in the learning process of Pancasila and Civic Education. In the midst of the growing dynamics of society and increasingly complex global challenges, learning Pancasila and Civic Education is often faced with challenges in developing students' critical thinking skills. Critical thinking skills are key in preparing students to deal with the rapid changes in this digital era and help them become individuals who are able to contribute positively to society (Pahlevi, 2017).

Pancasila and Civic Education learning is often faced with the problem of the dominance of a passive teaching approach, where students receive more information verbally or in writing from the teacher without involving in-depth interaction (Amalia et al., 2023). This often results in a lack of space for students to discuss, ask questions, or reflect deeply on the material learned. As a result, students' critical thinking skills are often not optimally honed, so they tend to be passive in responding to information and less able to take a critical point of view on various issues faced in everyday life.

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In overcoming these challenges, the Inquiry learning model offers a more active and participatory approach to the learning process (Saliman, 2009). This model emphasizes the active role of students in investigating, questioning, and constructing their own knowledge through a deep exploration process. By applying the Inquiry Learning Model, students are expected not only to receive information passively, but also to be actively involved in the learning process, so as to develop their critical thinking skills through in-depth analysis of the material studied.

In the context of learning Pancasila and Civic Education, the application of the Inquiry Learning Model has great potential to increase the effectiveness of learning by enabling students to engage in deeper discussions, question assumptions, and find solutions to complex problems. In addition, through the Inquiry Learning Model, students are also expected to better understand the values of Pancasila and the principles of democracy in a more contextual and in-depth way. Therefore, this research will further explore the application of the Inquiry Learning Model in the context of Pancasila and Civic Education learning, as well as its impact on students' critical thinking skills. Thus, it is hoped that this research can make a significant contribution to the development of more relevant and effective learning strategies in the context of education in Indonesia.

## **Method**

The literature study approach in the research was chosen to collect and analyze information from various relevant sources regarding the improvement of students' critical thinking skills through the application of the Inquiry Learning Model in Pancasila and Civic Education subjects. Literature study is a research method that involves collecting, evaluating, and synthesizing existing information, so it does not require direct primary data collection in the field (Firmansyah & Dede, 2022).

The first step in the literature study research model is to identify and collect relevant literature. Researchers conducted searches in various academic databases such as Google Scholar, JSTOR, SpringerLink, and ProQuest using relevant keywords such as *"Inquiry Learning"*, *"Critical Thinking"*, *"Civic Education"*, and *"Pancasila Education"*. The literature searched includes journal articles, books, conference proceedings, and various research reports related to the research topics studied. After collecting relevant literature, the next step was to select the literature according to the predetermined inclusion and exclusion criteria. Inclusion criteria may include relevance to the research topic, quality of research methodology, suitability to the context of Pancasila and Civic Education, and year of publication. Exclusion criteria may include irrelevant literature, invalid methodology, or too old publications that may no longer be relevant to the current context (Waruwu, 2023). In this stage, the selected literature was analyzed in depth to identify key findings, methods used and conclusions drawn. The analysis was done thematically, where information from various sources was categorized based on certain themes relevant to the research. For example, how the Inquiry Learning Model was applied, its impact on critical thinking skills, and the challenges and obstacles faced in its application.

The results of the analysis are then synthesized into a coherent and comprehensive narrative to illustrate a deep understanding of the research topic. The main findings are organized in such a way as to provide a clear picture of the effectiveness of the Inquiry Learning Model in the context of Pancasila and Civic Education, as well as implications and recommendations for educational practice. Literature study as a research model in this article allows researchers to collect extensive and in-depth information from various sources, which are then analyzed to provide comprehensive insights into the Inquiry Learning Model in improving students' critical thinking skills in Pancasila and Civic Education subjects. Thus, this research not only presents existing findings, but also identifies practical implications and provides recommendations for more effective implementation in the future (Herdiansyah, 2010).

## **Results and Discussion**

In the research results, the following table summarizes some previous studies related to the application of inquiry learning models in various contexts. These studies can provide an overview of the types of research methods used, the results achieved, and their relevance to the research to be conducted. This table aims to provide a strong theoretical and empirical basis for the research entitled *"Inquiry-Based Learning and Its Impact on Critical Thinking in Pancasila and Civic Education: an Empirical Analysis."* By reviewing the results of previous research, it is hoped that a significant correlation and contribution can be found in developing the ability and critical thinking skills of students.

Table 1. Previous research

Title	Authors	Research Methods	Research Results	Correlation with Research
“Peningkatan Kemandirian Belajar Siswa SMP Negeri 2 Geyer Melalui Pembelajaran Inkuiri Berbasis Proyek	(Febriastuti et al., 2013)	Experiment with pre-post group control design	The increase in learning independence in the experimental class was 0.44 % and the control class was 0.19 %.	Shows that the inquiry learning model can increase student learning independence, relevant to research on developing critical thinking skills.
“Efektivitas Model Pembelajaran Inkuiri Terhadap Kemandirian Belajar Siswa di Rumah”	(Sugianto et al., 2020)	Library research	Inquiry learning can be applied to increase students' independence in learning	Corroborates the finding that the inquiry learning model is very effective in improving students' abilities, including critical thinking.
“Pengaruh Model Pembelajaran Jurisprudential Inquiry Terhadap Kemampuan Berargumentasi Peserta Didik”	(Nahdiana et al., 2019)	Quasi-Experiment	The Jurisprudential Inquiry model improves students' argumentation skills with an effect of 23.14%	Supports that inquiry learning improves critical thinking and argumentation skills
“Meningkatkan Kualitas Pembelajaran Siswa dalam Pembelajaran PPKn Melalui Metode Pembelajaran Berbasis Inkuiri”	(Serdiansyah et al., 2023)	Classroom Action Research (PTK)	Inquiry-based learning can improve the quality of students' Pancasila and Civic Education learning, with improved learning outcomes in the cognitive, affective, and psychomotor domains.	Demonstrating the effectiveness of the inquiry method in improving the quality of learning and students' critical thinking
“Penguatan Karakter Bangsa Sebagai Implementasi Nilai-Nilai Pancasila”	(Risdiyani & Anggraeni Dewi, 2021)	Qualitative	Implementation of Pancasila values can strengthen the nation's character through education	Not directly related to inquiry, but supports contextual and values-based learning
“Implementasi Penguatan Nilai-Nilai Pancasila Pada Era Globalisasi Pendidikan Abad-21 di SMA Negeri 1 Palembang”	(Haqiem & Nawawi, 2023)	Observation, interview, literature	The values of Pancasila are applied through education in shaping the character of students	Relevant in the context of Pancasila and Civic Education
“Penguatan Nilai-Nilai Pancasila Dalam Membentuk Karakter Peserta Didik Melalui Budaya Sekolah”	(Aprilia & Nawawi, 2023)	Qualitative descriptive	Strengthening Pancasila values through school culture can improve students' character	Demonstrate the importance of values education in student character development
“Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Hasil Belajar dan Kemampuan Berpikir Kritis Peserta Didik”	(Amijaya et al., 2018)	Quasi-Experiment	Guided inquiry model can improve learning outcomes and students' critical thinking skills	Directly relevant to research on the development of critical thinking skills through inquiry learning
“Efektivitas Model Pembelajaran Inkuiri dalam Meningkatkan Hasil Belajar Siswa Kelas IV SDN 27 Tegineneng”	(Tohir & Mashari, 2020)	Pseudo-experiment	The inquiry learning model is effective in improving student learning outcomes	Supports that the inquiry model improves critical thinking skills and learning outcomes.

“Systematic Literature Review: Pengaruh Strategi Pembelajaran Inkuiri Terhadap Kemampuan Berpikir Kritis Peserta Didik”	(Dhamayanti, 2022)	Systematic Literature Review	Inquiry learning strategy has a significant impact on students' critical thinking skills	Provides additional literature evidence supporting the effectiveness of inquiry learning in improving critical thinking skills.
“Model Pembelajaran Inkuiri Sebagai Strategi Mengembangkan Kemampuan Berpikir Kritis Siswa”	(Prasetyo & Rosy, 2020)	Conceptual	Inquiry learning model can improve students' critical thinking skills	Supports that the inquiry model is effective in developing students' critical thinking

## **Inquiry Learning Model**

Inquiry learning model is an approach in the teaching-learning process that focuses on the active role of students in discovering and understanding new concepts or knowledge (Prasetyo, 2017). In this model, students are encouraged to ask questions, investigate, and conclude information through a process of in-depth exploration and investigation. In contrast to conventional learning models that tend to be passive, the Inquiry learning model places students as the main source or principal source of the learning process, where they are directly involved in constructing knowledge through interaction with their learning environment.

## **Characteristics of Inquiry Learning Model**

1. **Questioning Activity:** One of the main characteristics of Inquiry learning is the emphasis on questioning activity. Students are invited to ask a number of questions that are considered relevant and critical related to the topic being studied. These questions then become the basis for further exploration and in-depth investigation.
2. **Exploration and Investigation:** In the inquiry learning model, students explore and investigate the problem or phenomenon at hand. They collect data, conduct experiments, or observe the surrounding environment to get the information needed. This process allows students to learn directly through experience and practice.
3. **Knowledge Construction:** Through the process of exploration and investigation, students construct their own knowledge. They not only obtain information from the teacher but also develop their own understanding through analyzing and synthesizing the data they have collected. This helps them to internalize the concepts learned more deeply.
4. **Reflection and Discussion:** Another distinctive feature of the inquiry learning model is the reflection and discussion sessions. Students are invited to reflect on their learning process and results, as well as discuss with classmates and teachers. This discussion allows the exchange of ideas, clarification of concepts, and strengthening of understanding through social interaction.
5. **Interdisciplinary Approach:** Inquiry learning models often use an interdisciplinary approach, where students integrate different areas of knowledge to understand a problem or phenomenon. This can help students see the connections between different disciplines and develop a holistic understanding.
6. **Problem-Based Learning:** Inquiry learning is often centered on problems that are relevant to students' real lives. This problem-based learning motivates students to find solutions and apply the knowledge they have gained in a real-world context.

## **Critical Thinking Skills**

Critical thinking skills are the ability to analyze, evaluate, and make rational and logical judgments about information or situations. It involves the ability to organize arguments critically, identify underlying assumptions, interpret data, and make conclusions based on relevant evidence. This skill also involves the ability to recognize and overcome bias, and to see a problem from different perspectives (Hidayah et al., 2017).

## **Implementation of Inquiry Model in Civics Learning**

In the context of learning Pancasila and Civic Education, the application of the Inquiry Learning Model can help

students to develop critical thinking skills through in-depth analysis of Pancasila values and democratic principles. This method encourages students to be actively involved in learning, facilitating them to investigate and evaluate various relevant issues and phenomena. For example, students can be invited to explore how democratic principles are applied in everyday life, such as in the electoral process or decision-making at the community level. They could also analyze how the values of Pancasila influence public policy and the implementation of laws in Indonesia. Thus, students not only understand theoretically, but also see its application in a real context, which can strengthen their understanding of the importance of these values in maintaining harmony and stability of the country.

By applying the distinctive features of the Inquiry Learning Model, such as questioning, exploration and reflection activities, students can be actively involved in the learning process, which in turn will deepen their understanding of important concepts in Pancasila and Civic Education. Questioning activities encourage students to ask critical and relevant questions about the topic being studied, while exploration allows them to search for information and evidence that support the answers to these questions. The reflection process then provides an opportunity for students to reflect on their findings, evaluate the arguments they have made, and consider the implications of the new understanding they have gained. In addition, this approach can also help students to develop the critical thinking skills needed to be active and responsible citizens. With these skills, they are expected to be able to participate constructively in society, make decisions based on democratic values and Pancasila, and contribute positively to nation building. Therefore, the inquiry model is the most effective approach to develop students' critical thinking skills, including in Pancasila and Civic Education lessons. Here are the steps of implementing the inquiry model:

*1. Lesson Plan Development*

Determine specific learning objectives, especially those that focus on developing critical thinking skills. Then, choose relevant and challenging materials that can encourage students to think critically, for example topics on the rights and obligations of citizens, democracy, and government systems.

*2. Orientation or Simulation Stage*

Present a problem or question that is considered relevant to the Pancasila and Civic Education material that can challenge students to think critically. For example, "How does the implementation of democracy affect human rights?". Also, encourage students to identify what they already know and what they need to learn more about the topic.

*3. Problem Formulation Stage*

At this stage, the teacher asks students to formulate hypotheses or research questions related to the problem that has been presented. For example, "Has democracy in Indonesia fully guaranteed human rights?"

*4. Data Collection Stage*

Students seek information by conducting observations and interviews as well as from various sources such as relevant books, articles and the internet.

*5. Data Processing Stage*

Students analyze the data they have collected, identify patterns and make tentative conclusions. Then conduct a class discussion to discuss the findings and different views. Encourage students to ask critical questions and provide arguments supported by data.

*6. Verification Stage*

Students evaluate whether their hypothesis is proven true or false based on data analysis. Then, students present their findings to the class. The presentation should include the research process, data collected, analysis and conclusions.

*7. Generalization Stage*

Students reflect on the learning process and how the inquiry method can help them understand the material, which then students should also be able to generalize their findings to a broader context. Students are encouraged to apply the concepts learned in everyday life or relevant real situations.

*8. Evaluation of Learning*

Use various assessment methods such as written tests, observation, assessment rubrics and self-reflection to measure students' critical thinking skills. Teachers then provide constructive feedback to students' performance during the inquiry process.

Applying the inquiry model in a lesson can help students develop their thinking skills through a systematic and collaborative process. By following the steps above, teachers are expected to create a learning environment that encourages students to question, explore, analyze and integrate their knowledge critically (Kelana and Wardani, 2021).

## **Implementation of Critical Thinking Skills in Pancasila and Civic Education Learning**

### *Analysis of Pancasila Values*

In learning Pancasila and Civic Education, critical thinking skills can be implemented through in-depth analysis of Pancasila values. Students are invited to identify the values contained in the precepts of Pancasila, such as divinity, humanity, unity or mutual cooperation, democracy and social justice, and to analyze how these values are reflected in daily life and public policy.

### *Evaluation of Contemporary Issues*

Critical thinking skills are also applied through evaluation of contemporary issues related to Pancasila and Civic Education, such as human rights, pluralism, or national security. Students are invited to identify various points of view, evaluate the arguments presented, and make conclusions based on relevant evidence.

### *Critical Reading of the Media*

In an increasingly sophisticated era of globalization where all information can be accessed easily and quickly, critical thinking skills are also needed to help students distinguish between valid and invalid information, and to recognize bias in media coverage. Students are invited to do critical reading of various sources of information, evaluate their accuracy and credibility, and identify the motives behind the presentation of information.

### *Discussion and Debate*

Discussion and debate is one of the most effective means of developing critical thinking skills in the context of Pancasila and Civic Education learning. Students are invited to present their arguments logically and rationally, and to test the arguments of their peers through critical questions and counter-arguments.

### *Rational Decision Making*

One of the main objectives of learning Pancasila and Civic Education is to equip students with the skills needed to make rational and responsible decisions in social life. Through the application of critical thinking skills, students can learn to evaluate various options, consider the consequences of each option, and make decisions based on careful consideration. By integrating critical thinking skills in Pancasila and Civic Education learning, students are expected to not only deepen their understanding of Pancasila values and democratic principles, but also be equipped with the skills needed to become critical, active, analytical and responsible citizens in social life.

## **The Impact of the Implementation of Inquiry Learning Model in Pancasila and Civic Education Learning**

### *Increased Students Engagement*

Several previous studies have shown that the application of the Inquiry Learning Model can increase students involvement in learning Pancasila and Civic Education. With opportunities for students to ask questions, investigate, and explore civic concepts independently, this model encourages students to become more active and play a role in the learning process.

Research by Amijaya et al. (2018), in the journal "*Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Hasil Belajar dan Kemampuan Berpikir Kritis Peserta Didik*" shows that the guided inquiry learning model can improve learning outcomes and critical thinking skills of students. This study used a nonequivalent control group design and involved class X students at the State Senior High School 1 Narmada. The results showed a significant increase in learning outcomes and critical thinking skills of the experimental class compared to the control class. In the context of Pancasila and Civic Education, this indicates that the guided inquiry learning model can make students more involved in the learning process, because they are given the freedom to explore and investigate the material in depth.

In addition, research by Tohir and Mashari (2020), in the journal *"Efektivitas Model Pembelajaran Inkuiri dalam Meningkatkan Hasil Belajar Siswa Kelas IV SDN 27 Tegineneng"* also supports these findings. This study shows that the inquiry learning model is more effective in improving the learning outcomes of grade IV students at State Elementary School 27 Tegineneng. With a one group pretest and posttest design, the results showed a significant increase in student learning outcomes after the application of the inquiry learning model. This proves that the inquiry approach can make students more motivated and actively involved in the learning process, as they are directly involved in the investigation and search for knowledge.

Furthermore, the inquiry learning model encourages students to question and investigate, which is an important aspect of active engagement. With this model, students do not just passively receive information, but are also involved in critical and analytical thinking processes. They learn to question information, search for evidence, and construct arguments based on their findings. This process increases their engagement as they feel they have control and responsibility for their own learning.

The application of the Inquiry Learning Model in learning Pancasila and Civic Education can create a more dynamic and interactive learning environment. Students become more engaged and motivated as they are given the opportunity to explore the concepts taught in depth and relevant to their daily lives. Thus, this learning model not only increases students' engagement, but also helps them develop analytical and critical thinking skills that are important in Pancasila and Civic Education subjects.

#### *Development of Critical Thinking Skills*

The development of critical thinking skills is one of the main objectives in education, especially in the subject of Pancasila and Civic Education. The results showed that the application of Inquiry-based Learning Model can be effective in developing students' critical thinking skills. Through the process of in-depth exploration and analysis of Pancasila and Civic Education materials, students are invited to question assumptions, evaluate information, and make evidence-based conclusions. This helps them to develop the critical thinking skills needed to interpret and respond to complex issues in social and political contexts.

Research by Dhamayanti (2022), in the journal *"Systematic Literature Review: Pengaruh Strategi Pembelajaran Inkuiri terhadap Kemampuan Berpikir Kritis Peserta Didik"* shows that the inquiry learning approach has a significant impact on students' critical thinking skills. This study uses the Systematic Literature Review (SLR) method to analyze various data sources from books, research journals, articles, and expert theories. The results of the analysis show that the application of inquiry learning strategies can develop critical thinking skills well. Through the inquiry learning model, students are encouraged to actively ask questions, develop hypotheses, seek and evaluate information, and compile logical arguments based on existing evidence. This is very relevant in learning Pancasila and Civic Education, where students must be able to understand and analyze complex social and political issues.

Research by Prasetyo and Rosy (2020), in the article (Prasetyo & Rosy, 2021) dalam artikel *"Model Pembelajaran Inkuiri Sebagai Strategi Mengembangkan Kemampuan Berpikir Kritis Siswa"* also shows that the inquiry learning model can change the mindset of students from initially passive to more critical in solving problems. In the context of Pancasila and Civic Education, this means that students do not only passively receive information from the teacher, but they are also actively involved in the learning process by asking questions, conducting research, and finding their own answers. The inquiry learning model helps students to develop important critical thinking skills, such as the ability to analyze information, identify bias, consider multiple perspectives, and construct convincing arguments.

In the learning process of Pancasila and Civic Education, critical thinking skills are very important because students are faced with various complex and dynamic social and political issues. By using the inquiry learning model, students are trained to not only understand the basic concepts of Civics, but also to apply them in a real context. For example, in discussing the rights and obligations of citizens, students can be invited to explore real cases, debate controversial issues, and develop alternative policies based on their analysis. This process not only improves their critical thinking skills, but also prepares them to be active and responsible citizens.

The application of the Inquiry-Based Learning Model in learning Pancasila and Civic Education can develop students' critical thinking skills. This model not only increases students' engagement and motivation but also helps them develop critical thinking skills that are essential in Pancasila and Civic Education. Thus, this learning model not only provides academic benefits but also equips students with the necessary skills to

understand and address social and political issues in real life. The critical thinking skills developed through inquiry learning are also important in a broader context, as they help students become more reflective, analytical, and able to make informed and wise decisions in a variety of conditions or situations.

### *Strengthening Understanding of Pancasila Values*

The application of the Inquiry Learning Model not only impacts on the development of students' critical thinking skills but can also deepen their understanding of Pancasila values. By providing space for discussion and reflection in learning, this model allows students to explore various perspectives and contexts related to the values of Pancasila. Pancasila has values that become the driving and binding force for the independence and struggle of the Indonesian nation. Therefore, the implementation of Pancasila values in education has an important role in shaping students' character in accordance with these values.

Research by Haqiem and Nawawi (2023), also shows that Pancasila has a key role in shaping the character of students in accordance with the values of Pancasila. Through the habituation of the values of diversity and Pancasila, students are taught to have an attitude of tolerance, love each other, respect differences, make decisions with deliberation, and foster solidarity. The implementation of Pancasila values in learning does not only occur in schools, but also in the wider community through the formation of environments with Pancasila atmosphere, such as Pancasila villages.

In addition, research by Aprilia and Nawawi (2023), highlighted the importance of strengthening Pancasila values in shaping the morals and character of students through school culture, namely habituation. They emphasized that the school atmosphere created has a major impact on the character of students. With habituation and exemplary in school culture, it is expected to improve the character of students in accordance with the values contained in Pancasila. Through this approach, Pancasila values are applied in daily activities at school, both during the learning process and outside class hours.

In the context of Civics learning, the application of the Inquiry Learning Model can be an effective means to deepen students' understanding of Pancasila values. This model allows students to not only learn passively, but also be actively involved in the learning process through various activities such as group discussions, individual reflections, and analysis of real cases related to Pancasila values. With this more interactive learning method, students are given the opportunity to explore and understand the meaning and relevance of each Pancasila precept in everyday life. They are invited to think critically and develop argumentation skills, so that their understanding of Pancasila is not only limited to theory, but also in practical application.

Through the Inquiry Learning Model, learning Pancasila and Civic Education can be integrated with the real experiences of students, so that they can see firsthand how the values contained in Pancasila can be applied in various life situations. This process helps students to internalize these values more deeply, as well as form a character that is in accordance with the principles of Pancasila. For example, through discussions on corruption cases, students can understand the importance of the values of justice and honesty, and how to apply them in their daily actions. In addition, reflection activities allow students to evaluate themselves and their attitudes towards Pancasila values, so that learning becomes more personalized and meaningful. Thus, the application of the Inquiry Learning Model in Pancasila and Civic Education not only improves students' conceptual understanding of Pancasila but also equips them with the ability and motivation to become citizens with character and responsibility.

### *Improving Argumentation Skills in Pancasila and Civic Education Learning*

The Inquiry Learning Model has proven effective in improving students' argumentation skills in learning Pancasila and Civic Education. Research conducted by Nahdiana et al. (2019), examined “Pengaruh Model Pembelajaran Jurisprudential Inquiry Terhadap Kemampuan Berargumentasi Peserta Didik.” In this study, they compared two groups of students: one group used the Jurisprudential Inquiry Learning Model, while the other group used the Conventional Learning Model. The results showed that there was a significant difference in argumentation skills between the two groups. Students who studied with the Jurisprudential Inquiry Learning Model showed a higher increase in argumentation skills compared to the group that used the conventional learning model. This confirms that learning methods that are more interactive and require active involvement of students can have a positive impact on their critical thinking and argumentative skills.

The Jurisprudential Inquiry Learning Model involves students actively in the learning process which emphasizes the analysis of legal cases or social problems relevant to everyday life. Through this approach, students are invited to explore various perspectives, discuss, and propose logical arguments based on available evidence. This process not only improves argumentation skills but also trains students in critical and analytical thinking. Research shows that this learning model can provide a more meaningful and contextual learning experience for students, compared to conventional methods that tend to be more passive. Thus, the application of the Jurisprudential Inquiry Learning Model in Civics classes can be a fairly effective strategy for developing students' argumentation abilities and critical thinking skills, which are very important in facing the challenges of an increasingly complex society.

In addition, research by Serdiansyah et al. (2023), also revealed that the application of inquiry-based learning methods can improve the quality of student learning in Pancasila and Civic Education subjects. Through inquiry-based learning methods, students are invited to actively explore knowledge, discuss, and develop their own arguments. The results showed significant improvement in students' learning outcomes in various domains, including cognitive, affective, and psychomotor. This shows that the inquiry-based learning method not only improves students' conceptual understanding but also enhances their ability to construct logical and persuasive arguments.

From these two studies, it can be concluded that the application of the Inquiry Learning Model, both in the form of Jurisprudential Inquiry and inquiry-based, has a positive impact on students' argumentation skills in the context of Civics. This model allows students to consider various points of view and available evidence, so that they can develop the ability to compile logical and persuasive arguments related to issues related to Pancasila and civic values. Thus, the Inquiry Learning Model can be an effective strategic solution in improving students' argumentation skills in learning Pancasila and Civic Education.

#### *Improving Learning Independence Through Inquiry Learning Model*

Inquiry Learning Model, especially in the form of inquiry, has been proven effective in increasing students' learning independence in various aspects. Research by Febriastuti et al. (2013), showed that the application of project-based inquiry learning model has a significant effect on increasing the learning independence of students of State Junior High School 2 Geyer. In the study, the experimental class that applied project-based inquiry learning experienced a higher gain than the control class. This means that project-based inquiry learning encourages students to be more independent in managing their own learning process.

In addition, research by Sugianto et al. (2020), also revealed that the inquiry learning model can increase student learning independence, even outside the school environment. Through the inquiry method, students are encouraged to be more active in finding information and solving problems independently. This research emphasizes that students' learning independence does not only depend on the school environment, but also on the effectiveness of the learning model applied by the teacher.

From these two studies, it can be concluded that the application of the Inquiry Learning Model, especially in the form of inquiry, has a significant positive impact on students' learning independence. This learning model gives students greater responsibility in managing their own learning process, so they become more active in seeking information, exploring concepts, and developing their understanding independently. In the context of Pancasila and Civic Education, this approach encourages students to be directly involved in the learning process, which not only improves their understanding of the material, but also trains them in developing critical and analytical thinking skills. This inquiry process that involves exploration and discovery allows students to take the initiative in learning, which is an important component in building learning independence.

The Inquiry Learning Model also creates a more interactive and dynamic learning environment, where students are encouraged to ask questions, investigate various sources of information, and make conclusions based on the evidence they find. This contrasts with conventional approaches that tend to be more teacher-centered and provide less space for students to develop their own critical thinking. With more opportunities for active participation, students not only learn Civics material more deeply, but also acquire important skills such as problem solving, decision making, and the ability to work independently or in groups. Thus, the Inquiry Learning Model can be considered an effective strategy in enhancing students' learning independence, making them better prepared to face academic and real-life challenges with a more proactive and confident attitude.

## **Conclusion**

The Inquiry Learning Model is an approach that places students at the center of learning through questioning, exploration, investigation, and reflection. This method emphasizes the active role of students in discovering and understanding new concepts independently, in contrast to conventional approaches that are more passive. By using the inquiry method, students are invited to ask critical questions, collect data, conduct experiments, and analyze and synthesize information to build their own knowledge. This approach allows students to be directly involved in learning through interaction with the relevant learning environment, increasing their engagement and motivation. In the context of Pancasila and Civic Education, the inquiry learning model is very effective in developing students' critical and analytical thinking skills. Research shows that this method not only improves learning outcomes but also argumentation skills and learning independence. By providing space for exploration of real and relevant issues, as well as through reflection and discussion activities, students can internalize Pancasila values more deeply. This helps shape their character in accordance with those values and prepares them to be active and responsible citizens. Thus, the Inquiry Learning Model not only develops academic skills but also equips students with the ability to address social and political issues in real life.

## **Recommendations**

To support the implementation of the Inquiry Learning Model in Pancasila and Civic Education, teachers should be trained to design inquiry-based lessons that actively engage students in questioning, exploring, and reflecting on materials, particularly in analyzing the application of Pancasila values in real-life contexts. Activities such as discussions, debates, and case simulations can enhance critical thinking and logical argumentation skills. Integrating interdisciplinary approaches and utilizing technology, such as interactive learning platforms, can further boost student engagement. Additionally, evaluation using rubrics to assess critical thinking and argumentation skills should be implemented, supported by the involvement of the school community to create a collaborative learning environment rooted in Pancasila values.

## **Scientific Ethics Declaration**

\* The authors hereby declare that all scientific, ethical, and legal responsibilities related to the article published in the EPESS journal are entirely borne by the authors.

## **Conflict of Interest**

\* The authors confirm that there is no conflict of interest regarding the publication of this article.

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