

The Implementation of the Inquiry Method Using Audiovisual Media to Improve Students' Engagement and Learning Outcomes in Civics Education

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Abstrack

Technological advancements and evolving learning methods demand innovation in education, particularly to enhancing student engagement and learning outcomes in the subjects of Pancasila and Civic Education. This study aims to improve student activity and learning outcomes by implementing the inquiry method assisted by audiovisual media. The research employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, implementation, observation, and reflection phases. The research subjects were 36 students from Class XI Welding Engineering at State Vocational High School 3 Salatiga. Data collection techniques included observation, interviews, and tests. The results showed that in the pre-cycle stage, only 16.66% of students were actively involved in the learning process, and 41.7% achieved a score of ≥ 75 . In Cycle I, student engagement increased to 75.6%, and learning mastery rose to 58.3%. In Cycle II, student activity reached 90.9%, with learning mastery improving significantly to 91.6%. The findings conclude that the inquiry method supported by audio-visual media is effective in enhancing student engagement, understanding, and academic performance.

Keywords: inquiry method, learning activities, learning outcomes, civic education

Abstrak

Kemajuan teknologi dan metode pembelajaran menuntut inovasi dalam pendidikan, terutama dalam meningkatkan keterlibatan dan hasil belajar siswa dalam mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn). Penelitian ini bertujuan untuk meningkatkan aktivitas dan hasil belajar siswa melalui penerapan metode inkuiri berbantuan media audio-visual. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian sebanyak 36 siswa kelas XI Teknik Pengelasan SMKN 3 Salatiga. Teknik pengumpulan data menggunakan observasi, wawancara dan tes. Hasil penelitian menunjukkan bahwa pada tahap pra-siklus, hanya 16.66% siswa yang aktif dalam pembelajaran dan 41.7% siswa yang hasil belajarnya mencapai ≥ 75 . Pada siklus I, keaktifan meningkat menjadi 75.6% dengan ketuntasan hasil belajar siswa 58.3%. Pada siklus II, aktivitas siswa mencapai 90.9%, ketuntasan hasil belajar siswa meningkat menjadi 91.6%. Kesimpulan penelitian ini menunjukkan bahwa metode inkuiri dengan media audio-visual efektif meningkatkan aktivitas siswa, pemahaman, serta hasil belajar.

Kata kunci: metode inkuiri, aktivitas belajar, hasil belajar, PPKn

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INTRODUCTION

The changing times, along with advances in science and technology, have had a significant impact on the education sector. Education plays a crucial role in national development, alongside the economy, politics, and security. As the population increases, the demand for quality education grows stronger. Ariyanti and Y.B.B. (2020) emphasize that science and technology must be adopted as tools for adapting to the changing times. The progress of education reflects a nation's level of development, thus requiring innovative learning approaches that meet modern needs (Junirianto, 2023).

Education aims to improve the overall quality of human resources. Junirianto et al (2025) state that education should optimally develop students' cognitive, affective, and psychomotor domains. Therefore, the learning process must provide meaningful experiences that involve interaction among students, teachers, the environment, and other learning resources (Harahap, 2021). In the national context, education is intended to shape Indonesian citizens who are faithful, well-mannered, independent, and responsible. Lupita (2022), notes that globalization demands superior human resources who are not only capable of memorizing material but also of discovering concepts and applying them in daily life. Unfortunately, deep understanding-centered learning approaches have not been fully implemented. Education also plays a role in instilling national spirit and social solidarity. Therefore, teachers must be able to shape students into independent individuals with critical thinking skills who behave in accordance with societal norms (Siregar, 2021).

Preliminary observations of Civics Education in Class XI Welding Engineering at State Vocational High School 3, Salatiga, indicate that student engagement in learning remains low. Only 16.66% (6 out of 36 students) were actively involved in the learning process. The process remained teacher-centered, with students mostly passive and unengaged. The dominant methods used were lectures and assignments, making the lessons monotonous and less interesting. Teachers also failed to use instructional media that could stimulate students' interest and motivation. This situation resulted in low student learning outcomes. The average score of Class XI Welding Engineering was only 62.60, below the Minimum Mastery Criterion (KKM) of ≥ 75 , with only 41.70% (15 students) achieving the standard. Yet, Civics Education plays a vital role in shaping intelligent, character-driven citizens who are aware of national identity (Marliana, 2022).

Civics Education aims to instill noble values and morals rooted in national culture (Maulidah, 2020). However, many students perceive PPKn as an uninteresting subject. The conventional, lecture-based approach, where the teacher is the central figure, makes students feel bored and leads to poor understanding of the material. As a result, learning effectiveness is diminished. To address this issue, innovation in more contextual and interactive teaching methods is needed. Rohita and I.S. (2021) emphasize that effective learning should encourage students to learn independently and apply knowledge in real-life situations.

The inquiry method is one approach that can enhance the quality of Civics Education. This method allows students to actively seek information and build their own understanding. Harahap (2021) states that the guided inquiry model can improve student achievement. It is part of the Contextual Teaching and Learning (CTL) approach, which emphasizes students' active involvement in the learning process. Inquiry-based learning engages students more deeply compared to the passive nature of lecture-based instruction. Monica et al (2022) note that this approach not only benefits students but also enhances educators' teaching effectiveness.



One key factor in the success of the inquiry method is the use of engaging instructional media, such as audiovisual media. This type of media can help students understand the material more effectively and increase their interest in learning. Audiovisual media also create a more interactive and enjoyable learning atmosphere (Swastyastu, 2020). Using the inquiry method supported by audiovisual media, students are expected to better comprehend the material and demonstrate improvements in learning outcomes. Therefore, this study aims to examine the effectiveness of the inquiry method with audiovisual media in improving student engagement and learning outcomes in Civics Education.

Therefore, the novelty of this study lies in integrating inquiry-based learning with audiovisual media within the context of Vocational High School Civics Education, an area that has received limited attention in previous research. The purpose of this study is to examine the effectiveness of the inquiry method combined with audiovisual media in improving student engagement and learning outcomes in Civics Education at State Vocational High School 3, Salatiga.

METHOD

The research method used in this study is Classroom Action Research (CAR). Classroom Action Research is a form of research that aims to address problems faced by teachers in their own classrooms related to the teaching and learning process (Chairunnisa & Istaryatiningtias, 2020).

Classroom Action Research is designed to improve the quality of learning and empower teachers to address instructional problems at school (Maria Fatima Gonzaga, 2020). The data used in this study comprises both qualitative and quantitative data collected through observation, interviews, and tests. These data are presented in diagrams, tables, and narrative descriptions to illustrate field findings on the implementation of the inquiry method using audiovisual media to enhance student engagement and learning outcomes. The research design refers to the Kemmis & McTaggart model of Classroom Action Research (Ananda, 2022), which consists of four stages: planning, acting, observing, and reflecting.

This research was conducted at State Vocational High School 3 in Salatiga, Central Java, a public vocational high school. The research subjects were 36 students in Class XI Welding Engineering, second-semester students in the 2023/2024 academic year. Data collection techniques included tests, observation, interviews, and documentation. The collected data were analyzed using a comparative-descriptive approach. The success indicator of this research was that 90% of the students in Class XI Welding Engineering actively participated in the learning process and achieved learning outcomes in accordance with the Minimum Mastery Criterion (KKM), with a score of ≥ 75 .

The research instruments used in this study were tests and observation sheets. The learning outcome tests consisted of multiple-choice and short-answer questions designed to assess students' conceptual understanding of the Civics Education material. Meanwhile, the observation sheets were used to assess students' learning activities during the implementation of the inquiry method using audiovisual media. These observation sheets included indicators such as student attentiveness, group collaboration, engagement in discussions, problem identification ability, and motivation during learning.



RESULTS AND DISCUSSION

Results

The Classroom Action Research (CAR) was carried out in two cycles until the learning problems were effectively resolved. The success of the CAR was marked by significant changes or improvements in student engagement and learning outcomes. This section presents the results and discussion regarding the implementation of the inquiry method using audiovisual media to improve student engagement and learning outcomes in Civics Education for Class XI students. The analysis is based on data from observations, tests, and interviews, as well as their interpretation. Overall, the research process proceeded smoothly. The research cycles were divided into three stages: the pre-cycle (before the intervention), Cycle I, and Cycle II (after the intervention).

During the pre-cycle stage, the findings showed that the engagement and learning outcomes of Class XI Welding Engineering students in Civics Education were unsatisfactory. Classroom observations revealed generally low levels of participation: only 16.66% (6 students) were actively involved in the lesson, while most students remained passive and simply followed the teacher's directions. When questions were posed, few students attempted to answer; the rest tended to stay silent or avoid eye contact, an indication of weak motivation toward PPKn.

Interviews with the Civics Education teacher confirmed that the limited student engagement was largely attributable to the instructional approach. The teacher admitted that the prevailing method was lecture-centered and monotonous, offering little direct student involvement. This aligns with Gemnafle (2021), who highlights the importance of innovative classroom management for fostering student participation.

The teacher also noted that a lack of appealing instructional media left students bored and uninterested. Marcela et al. (2022) likewise report that interactive media—such as educational games can boost motivation and learning outcomes. Student achievement data echoed these observations. A diagnostic test on PPKn concepts yielded an average score of 62.60, well below the Minimum Mastery Criterion (KKM) of 75. Of the 36 students tested, only $\approx 41.7\%$ met or exceeded the KKM; the remainder scored below it. As Maulidah (2020) notes, minimally interactive approaches often lead to weak conceptual understanding.

Overall, the pre-cycle results indicate an urgent need to improve PPKn instruction for Class XI Welding Engineering. Low participation, limited motivation, and poor test scores present major challenges. On the basis of these findings, the next step was to plan the application of an inquiry method supported by audiovisual media. Saihu (2020) underscores that updating instructional methods and strategies is essential to meeting students' needs and enhancing overall learning quality.

In the planning stage, the teacher developed a Lesson Plan (RPP) by incorporating the inquiry method and audiovisual media. The plan outlined the learning objectives, instructional materials, and steps of the learning activities to be implemented. The teacher also selected appropriate audiovisual materials to support the learning process and prepared a more structured student worksheet to guide students in conducting more effective analysis.

The lesson began with an apperception activity involving a video. The teacher then posed questions or problems designed to stimulate student inquiry related to the content presented in the audiovisual media. Students collected relevant data and information to address these questions or problems from various sources, such as textbooks, articles, and the internet. After gathering data, students analyzed the



information to identify patterns, relationships, and answers. During this analysis phase, students were encouraged to collaborate in groups, allowing them to share ideas and findings (experiences). As the final part of the instructional process, the teacher administered a test to evaluate student understanding. The results of this test, based on the Minimum Mastery Criterion (KKM) of 75, are presented in Tables 1 and 2 below.

Table 1.

Student Learning Outcomes Based on the Test in Cycle I

No.	Student Initials	Test Score	Remarks
1.	SE	75.0	Achieved
2.	DA	75.5	Achieved
3.	GP	75.5	Achieved
4.	MFMI	76.0	Achieved
5.	M	77.0	Achieved
6.	ABS	76.5	Achieved
7.	P	75.0	Achieved
8.	MRN	75.0	Achieved
9.	MDF	75.5	Achieved
10.	ATA	72.5	Not Achieved
11.	RM	70.0	Not Achieved
12.	APK	76.0	Not Achieved
13.	TDA	75.0	Achieved
14.	DS	75.0	Achieved
15.	AP	75.0	Achieved
16.	TDA	75.0	Achieved
17.	IAM	73.0	Not Achieved
18.	MHA	79.0	Achieved
19.	AF	74.0	Not Achieved
20.	RM	75.0	Achieved
21.	MAKR	78.0	Achieved
22.	SPP	75.0	Achieved
23.	AMP	76.5	Achieved
24.	EBS	73.0	Not Achieved
25.	BTA	74.0	Not Achieved
26.	ZA	74.5	Not Achieved
27.	NA	76.0	Achieved
28.	TI	74.0	Not Achieved
29.	BA	74.0	Not Achieved



Table 2.
 Student Learning Mastery in Cycle I

Score	Number of Students	Percentage	Remarks
≥ 75	21	58.3%	Achieved
≤ 75	15	41.7%	Not Achieved
Total	36	100%	
Average Score		74.8	
Highest Score		79	
Lowest Score		70	

Student learning outcomes in Cycle I showed a significant improvement compared to the pre-cycle stage. Based on the formative test administered after the lesson, the average class score increased from 62.60 in the pre-cycle to 74.8. In addition, the percentage of students who met or exceeded the Minimum Mastery Criterion (KKM) also increased from 41.7% in the pre-cycle to 58.3% in the second meeting of Cycle I. Student learning activity also improved, as shown in Table 3 below.

Table 3.
 Observation Results of Student Learning Activities in Cycle I

No	Observed Activity Aspects	Number of Students	Percentage (%)
1.	Student Engagement in Group Discussions	27	75
2.	Students' Ability to Observe Audiovisual Media	27	75
3.	Ability to Identify Problems from the Video	26	72.2
4.	Participation in the Questioning (Inquiry) Process	26	72.2
5.	Collaboration in Group Work	29	80.5
6.	Understanding of Civics (PPKn) Concepts	29	80.5
7.	Ability to Formulate Answers or Solutions	27	75
8.	Student Motivation and Enthusiasm	27	75
	Average		75.6

The increase in student activity in this cycle-averaging 75.6% of all students, indicates that the inquiry method supported by audiovisual media is effective in enhancing student engagement and facilitating their understanding of the material. Students were not only able to identify the problems presented in the video but also to analyze their causes and formulate relevant solutions. The group discussion process provided opportunities for students to learn collaboratively and to complement each other's understanding of the subject matter

At the end of Cycle I, the teacher conducted a reflection on the learning activities. The reflection results indicated that improvements, such as better time allocation and more structured discussion guidelines, increased student engagement. Most students successfully completed their tasks and demonstrated improvement in their understanding of the material. Overall, Cycle I showed a significant increase in student learning activity, both in participation in group discussions and in confidence when speaking in front of the class. While student learning outcomes also improved in this cycle, further enhancements to the teaching process are still needed in the next cycle



In the planning stage of Cycle II, the teacher implemented improvements and reinforcements based on the findings from Cycle I. The Lesson Plan (RPP) was developed using an inquiry-based approach that continued to incorporate audio-visual media, this time with more specific, in-depth videos.

The teacher designed the apperception activity by showing a video highlighting social issues within the school environment. Additionally, the teacher prepared several stimulating questions to encourage deeper classroom discussion and provided a more structured framework for group assignments

The implementation phase began with the teacher conducting an apperception activity by playing an educational video relevant to the learning topic. The learning process in Cycle II was designed based on the findings from Cycle I, including adjustments to the lesson plan preparation (RPP), learning design, and assessment methods. Student learning outcomes in Cycle II showed a notable improvement. Based on the test results conducted at the end of the lesson, the majority of students successfully met the Minimum Mastery Criteria (KKM). The students' test results in Cycle II are presented in Tables 4 and 5.

Table 4.

Student Learning Outcomes Based on the Test in Cycle II

No.	Student Initials	Test Results	Remarks
1.	SE	93.3	Achieved
2.	DA	85.5	Achieved
3.	GP	83.5	Achieved
4.	MFMI	86.7	Achieved
5.	M	90	Achieved
6.	ABS	76	Achieved
7.	P	93.3	Achieved
8.	MRN	80	Achieved
9.	MDF	75	Achieved
10.	ATA	84.5	Achieved
11.	RM	85	Achieved
12.	APK	85	Achieved
13.	TDA	85	Achieved
14.	DS	90	Achieved
15.	AP	90	Achieved
16.	TDA	85	Achieved
17.	IAM	86.7	Achieved
18.	MHA	84.5	Achieved
19.	AF	86.7	Achieved
20.	RM	93.3	Achieved
21.	MAKR	83.3	Achieved
22.	SPP	74.5	Not Achieved
23.	AMP	84.5	Achieved
24.	EBS	88.5	Achieved
25.	BTA	90	Achieved
26.	ZA	85	Achieved
27.	NA	86.7	Achieved



28.	TI	74.5	Not Achieved
29.	BA	86.7	Achieved
30.	C	93.3	Achieved
31.	K	83.3	Achieved
32.	MR	74.5	Not Achieved
33.	MI	85	Achieved
34.	CP	85	Achieved
35.	R	85	Achieved
36.	SR	86.7	Achieved
Average Score		85.15	Achieved

Table 5.
Mastery of Student Learning Outcomes in Cycle II

Score	Number of Students	Percentage	Remarks
≥ 75	33	91.6%	Achieved
≤ 75	3	8.4%	Not Achieved
Total	36	100%	
Average Score		85.15	
Highest Score		93.3	
Lowest Score		74.5	

Student learning outcomes in Cycle II improved significantly. Based on the test conducted at the end of the lesson, 91.6% of the students (33 out of 36) successfully met the Minimum Mastery Criteria (KKM), with an average score of 85.15. This figure shows a noticeable increase compared to Cycle I results. The improvement in learning outcomes was driven by the inquiry method, which actively engaged students in the learning process. According to Ananda (2022), implementing Classroom Action Research (CAR) grounded in reflection and improved learning strategies can significantly enhance student learning outcomes. Through continuous improvement cycles, teachers can identify learning barriers and implement more effective teaching methods. Student learning activity also increased compared to Cycle I.

Table 6.
Observation Results of Student Learning Activities in Cycle II

No	Observed Activity Aspects	Number of Students	Percentage (%)
1.	Student Engagement in Group Discussions	34	94.4
2.	Students' Ability to Observe Audiovisual Media	31	86.1
3.	Ability to Identify Problems from the Video	34	94.4
4.	Participation in the Questioning (Inquiry) Process	33	91.6
5.	Collaboration in Group Work	33	91.6
6.	Understanding of Civics (PPKn) Concepts	32	88.8
7.	Ability to Formulate Answers or Solutions	31	86.1
8.	Student Motivation and Enthusiasm	34	94.4
Average			90,9



There was a marked increase in student learning activity, from 75.6% in Cycle I to 90.9% in Cycle II, indicating the effectiveness of the applied inquiry-based learning method supported by audio-visual media. The Cycle II reflection indicated positive developments in the learning process. The inquiry-based method using audio-visual media successfully created an engaging, interactive, and student-relevant learning environment. Most students demonstrated a significant increase in participation compared to the previous cycle, with 90.9% (31 students) actively involved in the learning process. Students found the material more interesting because it was presented through videos and real-life case studies. This aligns with Ananda's (2022) research, which states that classroom action research methods can enhance student participation in active interaction-based learning.

Discussion

Students were able to engage with audiovisual media effectively, demonstrating focus and enthusiasm during the video-based learning sessions. In line with the findings of Mayasari et al. (2021), the use of visual media in learning positively influences students' motivation and attention. This is also supported by Misidawati et al. (2021), who emphasized that video media can improve students' understanding and engagement in the learning process.

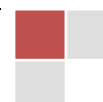
Students' ability to identify problems from the videos also showed significant improvement. They could quickly identify relevant issues, which aligns with Hidayat's (2020) findings that technology and learning media play a crucial role in helping students grasp Civics Education concepts. Student participation in the inquiry process also increased, as they actively posed critical questions related to the subject matter. This supports the research of Elihami (2020), who stated that active learning strategies can boost student motivation and involvement in inquiry-based discussions.

In addition, group collaboration significantly improved, reflecting students' abilities to work together, respect others' opinions, and complete tasks collaboratively. This aligns with Desfriyati et al. (2022), who highlighted that Civics Education plays a vital role in developing students' character and cooperation in the era of globalization.

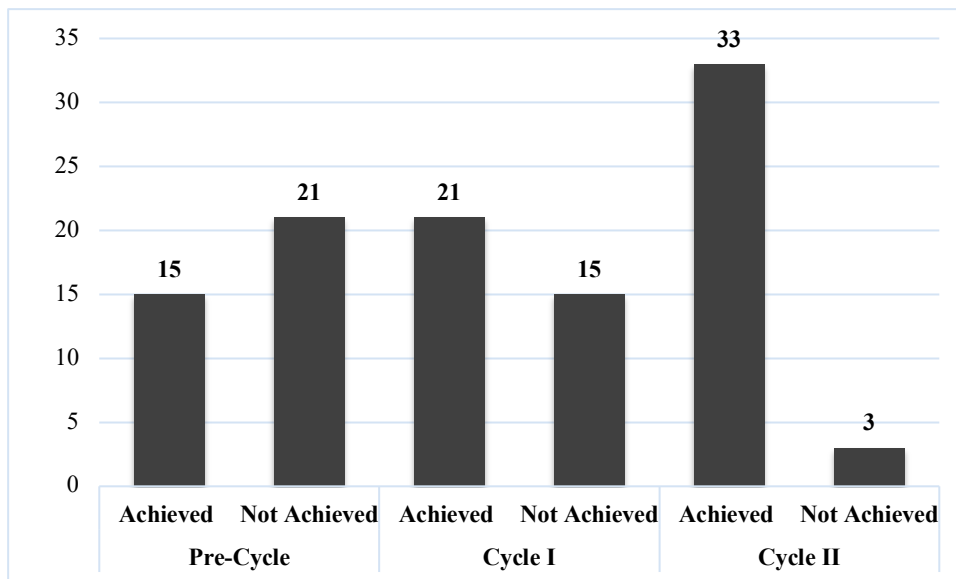
In terms of conceptual understanding, students were able to explain the material they had learned. Sani (2021) emphasized that learning innovations are key to improving understanding of concepts across subjects. In constructing responses or solutions, students performed well, although improvements are still needed in some areas. As stated by Purnamasari et al. (2020), stimulating higher-order thinking skills (HOTS) can help students formulate better solutions.

Student motivation and enthusiasm during learning also increased significantly. This is consistent with Junirianto's (2023) research, which stressed that interactive learning innovations can enhance student engagement. Overall, the observation results in Cycle II demonstrated that the inquiry-based learning strategy supported by audio-visual media in Civics Education effectively improves both student learning activity and learning outcomes.

A comparison of students' learning outcomes across the pre-cycle, Cycle I, and Cycle II shows a significant upward trend following the implementation of an inquiry-based learning method supported by audiovisual media.

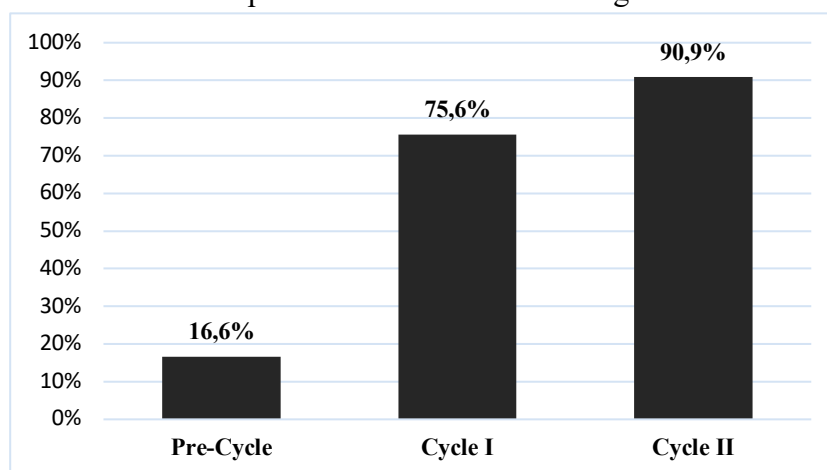


Graph 1
Comparison of Students' Learning Outcomes



Students' learning outcomes across each cycle showed a significant improvement. This is evident from the number of students who achieved the minimum mastery criteria. In the pre-cycle, only 15 students reached mastery, which increased to 21 students in Cycle I, and further rose to 33 students in Cycle II. This improvement indicates that the instructional strategy enhancements had a positive impact on students' understanding and academic performance. According to Denis et al. (2022), in the era of globalization, teaching Pancasila and Civic Education must adopt innovative methods to enhance student participation and understanding.

Graph 2.
Comparison of Students' Learning Activities



In addition to learning outcomes, students' engagement in learning activities also increased significantly. Prior to the intervention in the pre-cycle stage, only 16.66% of students (6 students) were actively involved in the classroom. However, after implementing inquiry-based learning using audio-visual media in Cycle I, student engagement rose to 75.6% (28 students). This upward trend continued in Cycle II, with 90.9% of students (33 students) actively participating in the learning process.

CONCLUSION

Based on the research findings, students' learning outcomes improved significantly. In the pre-cycle stage, only 15 students (41.7%) met the Minimum Mastery Criteria (KKM); this increased to 21 students (58.3%) in Cycle I and 33 students (91.6%) in Cycle II. The increasing percentage of students achieving mastery indicates that the inquiry-based learning method, utilizing audiovisual media, effectively enhances students' understanding through a more interactive learning experience. Furthermore, students' learning activity also improved in each cycle. In the pre-cycle, only 6 students (16.66%) were actively engaged; this increased to 27 students (75.6%) in Cycle I and to 33 students (90.9%) in Cycle II. By integrating the inquiry approach with visual technology, teachers can create more engaging, interactive learning experiences that significantly enhance student participation and academic achievement.

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