THE EFFECTIVENESS OF ONLINE STRUCTURED INQUIRY LEARNING (OSIL) IN BUILDING AND SEEKING CERTAINTY OF HYPOTHESES BASED ON CITIZENSHIP AND CIVIC VALUES

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ABSTRACT

A study in Peninsular Malaysia found that the involvement of students in citizenship education classroom activities was moderate with a mean of 2.99 causing the objectives of the activities to achieve less real goals. In-country research on the Elements of Citizenship and Civic Values is very poorly implemented. Overseas studies found that adolescents' nationalism towards the country was at a low level with 45.83%. There are still teenagers who cheat, don't follow rules and are undisciplined. Therefore, a study needs to be implemented to form an Online Structured Inquiry Learning based on the Elements of Citizenship and Civic Values in the subject of History. This study uses an intervention of quasi-experiment design. Online Structured Inquiry Learning (OSIL) is an independent variable. Two dependent variables are first, the ability to construct the Citizenship Element and Civic Values hypothesis, and second, the ability to find certainty of the Citizenship Element and Civic Value hypothesis. A total of 20 form 1 students in schools in Peninsular Malaysia have been selected through non-random and purposeful sampling. Evaluation of the effectiveness of dependent variables using test data after the intervention. The instruments used in the test were analysed manually to obtain the mean of the two methods used for comparison. The results of the study found that the mean of appreciation of the elements of citizenship and civic values was higher with an average mean of 2.0 using OSIL compared to 1.08 teaching without OSIL. This study produces a kit to guide teachers to form citizens who have a Malaysian identity and personality. This learning framework is contributing to History teachers, especially as a teaching reference in fulfilling national aspirations through the application of patriotic attitudes and positive values based on the principles of Rukun Negara and based on the National Constitution.

Keywords: Online Structured Inquiry Learning, values

1. INTRODUCTION

This innovation is to determine that there is a difference in the effect of Online Structured Inquiry Learning (OSIL) with normal learning in the subject of History which is reviewed from the aspect of ability to construct hypotheses and find hypothesis certainty Elements of Citizenship and Civic Values of Form 1 students. Previous studies have found that students' involvement in citizenship education classroom activities is moderate with a mean of 2.99 causing the objectives of the activities to achieve less real goals (Bandu, Awang & Ahmad, 2017). Overseas studies have found that the nature of adolescent nationalism is at a low level with the largest percentage of 45.83% compared to adolescents who have a moderate and high nature of nationalism towards the country. However, a confident understanding of the content of national learning can influence a person's positive attitude (Setiawan, 2017). Findings show that citizenship education has a strategic role and function in the formation of good and great citizens through the planning of teaching strategies of Citizenship Education based on character development and implementation of structured learning with learning steps from beginning to end (Nugraha & Mundilarno, 2020). Recent studies that emphasize on values and citizenship education have found that there are still adolescents who cheat, do not follow rules and are undisciplined (Nugraha & Mundilarno, 2020). Overseas studies on value learning are through the study of literature using specific learning materials such as short stories for anti-corruption values (Nugraha & Mundilarno, 2020). According to this study, anti-corruption values such as honesty, caring, independence, discipline, responsibility, hard work, moderation, courage, and justice were reviewed

using a hermeneutic approach. Based on these studies, a study on values should be conducted due to the lack of research in the formation of positive values of students especially the values that are already existing in the curriculum of the subject of History of secondary schools called civic values.

History is a compulsory subject in Sijil Pelajaran Malaysia (SPM) starting in 2013. The Secondary School Standard Curriculum (KSSM) which was implemented in stages starting in 2017 has replaced the Integrated Secondary School Curriculum (KBSM) which was first implemented in 1989. KSSM was formulated to meet new policy requirements under the Malaysian Education Development Plan (PPPM) 2013-2025 so that the quality of curriculum implemented in secondary schools is comparable to international standards (Ministry of Education Malaysia Professional Circular No. 6, 2019).

This study is based on two theories, namely Constructivism Theory and Inquiry Approach. The constructivist theory emphasizes on student behavior with hands-on learning as well as emphasizing mental activity. The constructivist approach involves active activities in which students develop their knowledge, seek the meaning of what they learn, and is a process of resolving new concepts and ideas with their existing frame of mind (Suparlan, 2019). Students need to use existing knowledge to develop new information they have acquired. If the new knowledge gained can be adapted to their existing knowledge, that knowledge can be assimilated.

Next, the Inquiry Approach involves asking questions, planning and conducting experiments using appropriate tools and techniques to collect data (Azis, 2018). This approach provides an opportunity for students to develop thinking and acting skills using inquiry. In hypothesis building activities, finding and evaluating examples related to Elements of Citizenship and Civic Values, students will go through an inquiry process by giving them opportunities to ask questions, describe events, test existing ideas and communicate about what they have learned. The Inquiry Learning Model of this study is based on Van Hiele Theory which is based on inquiry learning which involves several activity guide materials in learning such as question items, scoring guidelines and alternative answers focused on content, construction and language (Pratikna, Sugiatno, Hartoyo, 2020).

2. MATERIALS AND METHODS

These innovation materials focus on the teacher's lesson plan. First, material that is the lesson plan for application related to Elements of Citizenship and Civic Values in OSIL method in online learning of History Form 1 as shown in Table 1. The second material is the teacher's lesson plan normally using descriptive and question and answer methods on learning content implemented online. While the evaluation on the effectiveness of the application of the Elements of Citizenship and Civic Values of both methods using the google form given at the end of the lesson. The scores obtained by students will be averaged according to the method used. The average score consists of three levels as shown in Table 2.

Table 1. OSIL activities in the lesson plan

Activities	Details	Duration
Individual Activity	- Pupils will construct hypotheses related to the elements of citizenship and civic values based on the title	5 minutes
Group Activities	- Pupils look for suitable examples related to Elements of Citizenship and Civic Values based on hypotheses. - Pupils evaluate the selected example with the help of the teacher.	20 minutes
Reporting	Presentation: Presentation in the form of conversation (Explaining hypotheses, relevant examples obtained from the results of discussions and readings. Then elaborate it).	20 minutes

Table 2. The scores and levels

Scores	Levels	Notes
2.8 - 4	High	Excellent
1.4 – 2.7	Moderate	Good
0 – 1.3	Low	Poor

The study for this innovation uses a quantitative approach i.e., a cross-method quasi-experimental design involving the OSIL method crossed in turn for the sequence's method uses with the common method implemented by teachers. Then a test to get a score is done each time after virtual teaching. This study, involving a group that does not involve a random selection of respondents. A total of 20 students in schools in Peninsular Malaysia has been selected through non-random and purposeful sampling. The group of students received learning using OSIL and the regular method of two rounds for each method whose sequences were crossed in turn to obtain reliable results as Table 3. Online Structured Inquiry Learning (OSIL) is an independent variable. Two dependent variables are first, the ability to construct the Citizenship Element and Civic Values hypothesis, and second, the ability to find certainty of the Citizenship Element and Civic Value hypothesis.

Table 3. Sequences method uses were crossed in turn

Method	Turn Uses First Round	Turn Uses Second Round
Regular Teacher Method	First	Second
OSIL	Second	First

3. RESULTS AND DISCUSSION

The results of the study found that the mean of appreciation of the elements of citizenship and civic values was higher with an average mean of 2.0 using OSIL compared to 1.08 teaching without OSIL.

3.1: The effectiveness of OSIL in the building hypotheses activity

An average mean of using OSIL for building hypotheses is 2.15 compared to 1.05 teaching without OSIL in the elements of citizenship and civic values. This shows that teacher method is being at low level of effectiveness, whereas teaching with OSIL is being at moderate level of effectiveness in the elements of citizenship and civic values as shown in Table 4.

Table 4. Mean of teacher method and OSIL in the elements

Method	Average of First Round	Average of Second Round	Total Average	Level
Regular Teacher Method	0.9	1.2	1.05	Low
OSIL	1.8	2.5	2.15	Moderate

3.2: The effectiveness of OSIL in the seeking certainty of hypotheses activity

Likewise, an average mean of using OSIL for seeking certainty of hypotheses is 1.85 compared to 1.1 teaching without OSIL in the elements of citizenship and civic values. This show that teacher method is being at low level of effectiveness, whereas teaching with OSIL is being at moderate level of effectiveness in the elements of citizenship and civic values as shown in Table 5.

Table 5. Mean of teacher method and OSIL in the elements

Method	Average of First Round	Average of Second Round	Total Average	Level
Regular Teacher Method	0.8	1.4	1.1	Low
OSIL	1.1	2.6	1.85	Moderate

Overall, an average mean of using OSIL for building hypotheses and seeking certainty of hypotheses is 2.0 that is being at medium level of effectiveness compared to 1.08 that is being at low level of effectiveness in teaching without OSIL in the elements of citizenship and civic values as shown in Table 6.

Table 6. Average mean of teacher method and OSIL in the elements of both building hypotheses and seeking certainty of hypotheses

Method	Average of Building hypotheses	Average of seeking certainty of hypotheses	Total Average	Level
Regular Teacher Method	10.5	1.1	1.08	Low
OSIL	2.15	1.85	2.0	Moderate

4. CONTRIBUTION AND USEFULNESS/COMMERCIALISATION

This study produces a kit to guide teachers in teaching and learning to use Online Structured Inquiry Learning to form citizens who have a Malaysian identity and personality. This Kit is contributing mostly to Form 1 History teachers and also other form classes. This kind of kit and its idea as a teaching reference in fulfilling national aspirations through the application of patriotic attitudes and positive values based on the principles of Rukun Negara and based on the National Constitution.

5. CONCLUSION

In nut shells, OSIL is more effective compare to normal teacher method in building hypotheses and seeking certainty of hypotheses of the elements of citizenship and civic values. This method is one of the interesting methods. This method should also be combined with other methods to make it a variety of ways of learning in history subjects. Teachers can also use this method once a month to prevent students from feeling bored in learning when using the same method. OSIL is part of the curriculum standard recommended by the Ministry of Education Malaysia, namely inquiry learning in history subjects. This study strengthens the two theories namely Constructivism Theory and Inquiry Approach as appropriate theories used in history subjects. This study is very beneficial for all educators and should continue with further study by focusing on the resources that will be used by students in presenting the certainty of the hypothesis as clear evidence and able to provide awareness in practicing noble values in daily life for the sake of national integrity.

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