



Profile of Guided Inquiry in Science Learning in Junior High Schools

Firdausy Rahma Aguningrum Setiawan^{1*}, Zainul Arifin Imam Supardi², Budi Jatmiko³
^{1,2,3} Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This study aims to discover that guided inquiry is related to science learning at the high school and junior high school levels, which can increase students' knowledge in learning. The researchers also found that guided inquiry could only improve students' literacy skills to a moderate level, which indicated that guided inquiry was needed to improve these abilities. **Method:** The research method used is the literature review method by selecting sources that can be used as references or related references. **Results:** Based on the results of the literature review that has been carried out, it was found that the use of the guided inquiry learning model is proven to be an alternative to active science learning in terms of students' thinking and cognitive skills. Learning outcomes when applying the guided inquiry learning model follow the nature of science learning, including scientific attitudes, processes, products, and applications. **Novelty:** Research that previous researchers have carried out needs coordination with related parties, namely schools, which will also affect the research results. In addition, this research uses a lot of guided inquiry models rather than free inquiry models, which shows a less significant difference in the results to be achieved.

INTRODUCTION

Science subjects are related to how to systematically find out about nature so that Science is not only mastering a collection of knowledge in the form of facts, concepts, or principles but also a process of discovery. The science teaching and learning process emphasizes the process skills approach, so students can find facts and scientifically build concepts, theories, and attitudes (Iswatun et al., 2017). In essence, natural Science studies natural phenomena in the form of facts, concepts, principles, and laws that can be verified through scientific activities. The goal of science subjects in junior high schools (JHS) is to increase scientific knowledge, concepts, and skills as a basis for continuing to a higher level of education and to be able to carry out scientific activities to develop abilities in thinking and have a scientific attitude and be able to communicate it as an essential aspect to raise awareness and curiosity, think positively in maintaining and utilizing the environment and available natural resources.

Science is seen as essential to be taught in junior high schools; in addition to adding knowledge to students, Science is also a vehicle for developing skills in finding out and doing. Science subjects equip students with knowledge, understanding, and the ability to apply in everyday life. The reality in the field shows that students only study Science by memorizing concepts, theories, and laws heard from teacher explanations and reading from source books and do not involve students in the learning process. Science learning currently tends to be test-oriented. According to Sakdiah et al. (2018), the result is that Science as a process, attitude, and application still need to be achieved in the learning process. Learning is more teacher-centered, so students tend to be passive and not creative. As a result, the learning objectives still need to be achieved. Usually,

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