

SELF-LITERACY THROUGH PERSONALIZED INQUIRY LEARNING

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Abstract

Learning is about making meaning, and learners can experience the same teaching in very different ways. Students (as well as teachers) are part of complex social, cultural, ideological and personal circumstances, and current experiences of learning will depend in part on previous ones, as well as on age, gender, social class, culture, ethnicity, varying abilities and more. Teachers of social studies currently have the challenge to return to their objectivity to make students able to express their understanding of the concept in a personally meaningful way and aim to resolve significant issues about humanity. The study offers a literature review on the benefits and possibilities of the inquiry as a literacy tool that is able to help students classify, generate, answer questions based on their discovery about culture's values, also encourage students to continue exploring the issues raised and seeking solutions by using appropriate modes of communication for specific purposes and audience. This review is based on ten empirical studies reported in the literature between 2015 - 2019. There are very few studies that have examined exactly how inquiry-based learning can increase the ability to titrate each individual according to their development. This literature research was conducted aimed at answering descriptive analysis of (1) How Personalized Inquiry include experiences that provide for the study of culture and cultural diversity? (2) What are the learning outcomes of students' self literacy in inquiry learning?

Keywords: Culture, Inquiry, Literacy

INTRODUCTION

Literacy is a bridge to adaptation - bringing information that is understood in various situations. Students need interaction, need opportunities to appreciate as well as criticize, interpret and also re-create - whatever media are read, heard or watched. Unfortunately, our students are required to master the knowledge of the imagination and observations of others but do not have the opportunity to imagine and observe phenomena in the surrounding environment. So, it is important to put literacy into something meaningful for students and their lives by allowing them to make observations and facilitate them to realize the results of imagination and observations in real form, using pictures, sounds, motion, and letters and numbers. Literacy also concerns how a person communicates in the community. Literacy helps both teachers and students understand themselves and express their local identities, ideas, and culture. Based on the content of the material in the curriculum, when preparing social studies lessons in class, teachers are offered to develop learning based on local strengths concerning knowledge, skills, and special resources in the surrounding environment. Local or regional nature and environment, history, linguistic conditions, and economic and cultural life around the school add local colour to social studies. Practical collaboration with experts in various fields increases the depth and authenticity of studies and is arranged to pursue solutions. So it is very important to support the goal by creating a school culture that supports welfare, problem-solving skills, and student participation encourages the use of flexible and efficient resources and diversifies interactions both within the community in the changing times' movement. Based on these needs, then as a curriculum developer in the classroom, social studies teachers are expected to be able to become facilitators in preparing students to interpret their identities, ideas and culture in ways that are effective for themselves. And as Supriatna [1] said, that for this purpose, the teacher can raise issues that are closely related to local strengths such as proverbs, myths, legends, traditional ceremonies, and fairy tales using the applicable curriculum.

Personalized Inquiry

Literacy as a set of abilities requires a method that is able to provide stimulus to students to become literate. Personalized Inquiry,

is a design that the authors develop based on the big idea of inquiry learning that the authors consider to be the right method to be applied in the literacy program. Inquiry in social studies learning plays an important role. Based on the analysis of literature on inquiry learning in social studies, the author found several similarities, namely the purpose of the study was intended to find out the results of learning, where learning outcomes are emphasized from the knowledge side of the exam paper only [2]–[4]. This is certainly very good, but based on the results of an analysis of inquiry theory, in social studies more than that, inquiry is a literacy process for students. By interpreting inquiry as the process of building literacy in the classroom, what should be done by teachers is to facilitate students to be sensitive to environmental problems in their environment, including providing knowledge of local wisdom whose values can be used as a basis for setting goals and achieving their inquiry. Where the next step, with high-level thinking skills students will learn to study and process data, to communicate the findings and ideas in the right way for him, or in other words personalized to students' interpretation and knowledge.

To fill this gap, this literature review will focus on analytical explanations regarding (1) How Personalized Inquiry include experiences that provide for the study of culture and cultural diversity? (2) What are the learning outcomes of students' self literacy in inquiry learning?. Thus, this literature review can be a reference for the development of social studies learning design in the classroom that accommodates activities that can improve students' skills in expressing themselves (ideas and values from the culture they profess in life).

METHOD

This type of research is library research. The nature of this research is descriptive analysis with a philosophical and pedagogical approach. The data used in this study are secondary in the form of books and primary or original scientific reports contained in articles or journals (printed and / or non-printed) with regard to inquiry learning. Analysis of the data used in this study was annotated bibliography in order to obtain the results of identification in each document to be developed into a paper.

FINDINGS AND DISCUSSION

Self-Literacy through Personalized Inquiry

Eduamazing.com publishes its program titled human literacy. It is defined as the ability to understand oneself holistically and to use this knowledge to transform our learning and our lives. It is the essential foundation for progressive and sustainable life-long learning and wellbeing. There is an emphasis on the teacher's role being an activator of learning. Teachers develop a strong pedagogical and heutagogical understanding of how diverse students learn effectively, engage in 'Transformational Teaching' approaches, including how learning can be differentiated and personalised with students proactively involved in the learning process. Because each student has a different unique way to understand the material taught to them, some prefer a visual approach, some understand better through hearing, some prefer to analyze and read. Personalized learning offers a variety of styles for students and allows them to choose the one that suits them best. Thus, students will get used to evaluating themselves against their strengths and limitations. Students understand things that need to be improved and how to do it and can assess their achievements and progress.

Human Literacy is completely aligned with the 'Framework for Improving Student Outcomes', thus a strategy is needed to maximize student competency, one of which is inquiry learning. An inquiry is known as the process of asking meaningful questions, finding information, drawing conclusions, and reflecting on possible solutions brought to life. This learning involves all students to maximize and search, critical, logical, analysis, so students formulate their findings, also arrive at the essence of inquiry through the central elements of these elements - question-task-source-and represent [4], [6], [7]. Social studies are known as a reflective inquiry [8], it's assumed that by learning social studies students will learn how to think. They will thus be able to use their full human intellectual capabilities to seek answer and to find solutions, they evaluate themselves against their strengths and limitations. Students will understand things that need to be improved and how to do it also able to assess their achievements and progress. In the process of inquiry, students not only learn about the concepts of social studies but more than that, they will learn how the

investigators' attitudes are meticulous and never give up, read and analyze to present data according to interpretation and point of view [9].

The Application of Personalize Inquiry: Learning about Cultural Values and Diversity

Currently, the world faced with an era that emphasizes collaboration. Besides, personal relationships are indispensable to be able to establish effective collaboration between fellow workers compilation they are faced with a more complicated job and an increasing number of members in the team. As such, skills such as brainstorming, negotiation and making collective pressure are increasingly important. In this case, understanding the importance of diversity is very important for human literacy, students must be involved with a diversity perspective. Only through full and respectful inclusion of people from different backgrounds, identities and beliefs can we learn, work together, and create to our full potential [10].

The emergence of discredit on many cultural elements such as language, dress, even skin colour that is more a genetic inheritance than culture becomes unrest when it can reduce self-confidence, motivation to recognize local wisdom in one's area, and the peak is the loss of cultural values when dealing with with the global situation. Inquiry learning in personalize literacy program is one of the ways teachers can do to minimize this gap. Full of collaboration, contextual and empowering students to build their knowledge is a provision for them to appreciate any differences that exist. One example of activities that can be carried out include working with cultural communities by collaborating on a subject matter with cultural knowledge. For example students are invited to discuss how the Kamoro tribe in Papua has a tradition of migration which is basically carried out according to the necessities of life, but also has a very strong contribution to nature conservation, how people in the Baduy Tribe in Banten can preserve their land even though they have never explored formal education before, and wisdom other localities that can be internalized in social studies learning.

The experience of conducting cultural discussions can strengthen the view (both teachers and students) that culture needs to be discussed contextually, not only following the daily lives of the culture owner but also

with many other social theories. The context that is presented to children makes their understanding is no longer limited to knowing a particular culture, but can also place the culture learned in line with many key things that are important and apply universally throughout the world. The contextual understanding fosters students' understanding that maybe the surrounding area is not entirely like what they have been listening to. When traditionally the tribes studied have practised a way of life that is in line with the ecological issues they are currently facing, these children understand the tradition is no longer backwardness but is a wise attitude that is important to apply. The next effect that grows among these children is how they value culture as something noble and worthy of respect. If this learning process is applied to study thousands of Indonesian cultures and traditions, we will be able to foster a high appreciation of Indonesia's cultural heritage. The difference will emerge as a proud and equal characteristic. Because what we need as a nation is how we can be equal in all forms of difference.

Learning Outcomes

In the world of education in Indonesia, an inquiry is not a new thing. From the time it was formulated in the curriculum, an inquiry was a suggested learning model to be implemented in learning. But at this time inquiry in learning social studies is not as popular and is carried out as the supporting theory. Many aspects still need to be explored.

Inquiry learning is a pedagogical approach that focuses on the processes and skills needed to conduct research. From his experience asking the right questions, students can characterize social studies subject matter which enables them to investigate problems in the world around them, so that they will be accustomed to developing their ability to think by being able to express ideas, explore and learn concepts and create alternative solutions to what they are interested in. Students will have knowledge that is qualified knowledgeable to be able to create links between ideas to construct their understanding into a solutive action in dealing with problems around. It also can give students the supports to work on weaknesses and a customized path that engages their interests and helps them "own" their learning [6], [11], [12].

From the elements of the task and the search for meaningful resources, students will be able to improve the ability of good information literacy appropriately for their understanding. With the

revision that the teacher builds in the process of communicating findings, students can independently express themselves verbally, in writing and visually through the choice of effective communication tools. Within inquiry, Personalized learning can also give students the chance to build self-advocacy skills. It encourages them to speak up about what interests them. It also allows them to be equal partners in their learning experience.

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