

The Effect of Social Inquiry Models and Curiosity on History Learning Outcomes at Classes X Students In Attaqwa Putra Islamic Boarding School

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Abstract:- The aims of research objective were to analyze the effect of social inquiry models and curiosity on the history learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School and analyze the interactions between social inquiry models and curiosity on the history learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School. The approach used a quantitative with quasi-experimental designs. This study used a treatment design by level 2 x 2. The Independent variables were social inquiry learning and curiosity and the dependent variable is student learning outcomes. Data analysis methods the feasibility test, readability test, validity test of the instrument, the reliability of the instrument, the normality test and the different test with the t test. The results showed that the social inquiry model and curiosity had effect the History learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School and there was a positive interaction between social inquiry models and curiosity on the History learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School. The conclusion were that social inquiry and curiosity models can improve the History learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School.

Keyword:- Curiosity, Learning Outcomes, Social Inquiry Models, Islamic Boarding School.

I. INTRODUCTION

The purpose of history learning is to develop competencies for thinking chronologically and having knowledge of the past. The phenomenon that often occurs in the history of learning includes the weak implementation of the learning process carried out in schools. This resulted in student learning outcomes in historical subjects is still low. Learning outcomes are the most important part of learning. Rahmah et al (2016) found that the learning outcomes of SMA Negeri 1 Krueng Barona Jaya, Aceh Besar as a place of research are still relatively low. That was caused by the activity shown by students in learning at the Krueng Barona Jaya 1 High School was still low.

In general students tend to be passive, only accept what is conveyed by the teacher and can not issue opinions, ask questions, and answer teacher questions. Most of the MIA (Mathematics of Natural Sciences) class teachers, especially the History subject teachers, often complain, about the low motivation and creativity of students in learning at school, very rarely students who want to ask questions and express opinions, students prefer to be good listeners, and record all the information given by the teacher.

The initial findings at the Attaqwa Putra Islamic Boarding School in Bekasi explained that the learning process in historical subjects that have occurred so far has been unable to develop students' thinking abilities. This also happened at the Attaqwa Putra Islamic Boarding School in Bekasi. Based on a document search conducted by the researcher while making observations at Attaqwa Putra Bekasi Islamic Boarding School, it was found that student learning outcomes were still under the KKM for history lessons.

Based on the results of learning in the first semester of the 2017/2018 school year shows that the average student learning outcomes are from class X including the Social Plus class, there are only 2 people or 5.8% who exceed the KKM while 32 students or 94.2% are less from KKM. Social class learning outcomes 3 which have a value of ≥ 81 there are 3 students or 10% while the number of students who do not complete learning outcomes are 27 students or 90%. While social class 2, social class 3 and social class 4 none have a value of ≥ 81 (more than KKM). The data shows that student learning outcomes toward history lessons are very low or incomplete. Rahmah et al (2016) and Untari (2018) explain that the low learning outcomes are due to students' boredom in the learning process because the learning models provided by teachers tend to be boring. Even students are not interested in the learning strategies provided by the teacher, students show negative behavior, such as disturbing friends, sleeping, thus making the classroom atmosphere noisy.

That causes student learning outcomes to be low. Teaching and learning activities can not be separated from various problems, including the low student learning outcomes and the selection of learning models that are not quite right, so students do not understand the subject matter in accordance with the specified basic competencies. History learning should be done by actively involving students. Students are given the opportunity to explore their potential to seek and develop their knowledge through learning activities.

Students in history learning should have the opportunity to explore their knowledge, experiences and imagination in learning activities, so that what they get will be remembered later. Historical subjects cannot be taught by memorization, verbal or just given an explanation, but students must be involved in the process of finding their knowledge through learning by doing so that students do not just simply know but understand the concepts they learn in depth

The ideal learning orientation in history subjects is learning by using social inquiry models with the aim to foster the ability to think, work and behave socially and communicate it as an important aspect of life skills. Bekiroglu and Arslan (2014) explained that in the inquiry model conducted with certain stages in problem solving for students in solving certain cases. Pedaste et al. (2015) explains that the inquiry learning model has stages that help students think systematically and are able to improve students' abilities in solving problems. Alameddine and Ahwa (2016) explain that the inquiry model is appropriate to improve student comprehension and knowledge which in turn will improve learning outcomes. Beshears (2006) explains that social inquiry models that are focused on inquiry models on students can socially improve learning outcomes. Wood (2013) researching on the application of social inquiry models can also improve student learning outcomes in New Zealand. The results of this study found that social inquiry models can improve learning in New Zealand.

In addition to the learning model, there are other factors that can improve student learning outcomes yaitu curiosity students on the subject of history. Binson, (2009) explains that curiosity is the creation of a desire to learn more in the mind. According to Litman (2005) explained that curiosity is the desire to know and see or the desire to experience so the desire to experience motivates the search behavior to get new information. Akcaber and Gultekin (2011) found that secondary school students in Ankara and Aksaray who have a higher curiosity about history will improve their ability to learn history. That means Curiosity increases the effectiveness of the learning model so that it affects the learning outcomes.

The research objective were to analyze the influence of social inquiry models and curiosity on the History learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School and to analyze the interactions between social inquiry models and curiosity on the History

learning outcomes of students at classes X in Attaqwa Putra Islamic Boarding School.

II. LITERATURE REVIEW AND HYPOTHESIS

➤ *Inquiry Social*

Inquiry learning in the learning process students play a very dominant role so that the main goal through inquiry learning is to help students develop intellectual discipline and thinking skills by giving questions and getting answers on the basis of their curiosity (Haling, 2007). Balacheff (2009) in Sukino (2015) suggested "Inquiry-oriented teaching and learning have received attention as part of the bridge between the gap between teaching and authentic scientific practices". (inquiry learning orientation is, learning processes and practices as part of scientific practice).

Schwab (Joyce and Weil, 2009) said "inquiry is a case study illustrating either a major concept or a method of the discipline. Each invitation process example after example of the process it self and engages the participation of the student in the process "(Inquiry is a case study that illustrates a main concept or a method section).

According to Banks (in Nurlaili and Ginasyah, 2015) suggested that the teaching approach uses social inquiry to produce facts, concepts, generalizations and theories. However, according to him, the main purpose of social inquiry is to build theory. Bruce (Sanjaya, 2008) suggested that social inquiry is a learning strategy of social groups, sub-groups of sub-communities. This sub-group is based on the assumption that the educational method aims to develop an ideal society that can live and can enhance the quality of people's lives. Dombayci (2014) explains that social inquiry helps education to activate responsibilities and responsibilities so as to educate children as students to participate in learning activities

Based on the various definitions of social inquiry, it is explained that social inquiry is a learning model that emphasizes student experience to solve a social problem through steps and procedures for solving problems based on existing facts.

➤ *Curiosity*

Litman (2005) explains that curiosity is the desire to motivate search behavior for individuals who want to get new information. That linkage is marked by the existence of a thought process, namely the use of all five senses that we have optimally. Activation can begin with observation through the eyes or hear information from others. Curiosity is defined as creating a desire to learn more in the mind (Binson, 2009). Kurniawan (2013) argues that "curiosity is a part of student character and the desire to always learn without having to be forced and not easily fooled and deceived by information". According to Suhardi (2014), curiosity is an emotion associated with natural behavior such as exploration, investigation and learning. Based on the opinions of some experts, it is explained that curiosity is an attitude that someone has to know more deeply about

what is seen, heard and to get answers to the existing curiosity.

➤ *Learning Outcomes*

Learning outcomes are the end result of an individual's learning process during his study period. Susanto (2014) explains that learning is a process of change in shaping and directing human personality. According to Purwanto (2011), learning outcomes are changes in student behavior due to learning. Winataputra (2008) revealed that learning is not only about knowledge but also covers all individual abilities. Dimiyati (2002) revealed that learning outcomes are the result of interactions between learning and teaching. Student learning outcomes can be known one of them by giving a test of learning outcomes to students. Poerwanti (2009) revealed that learning outcomes are a quality of students' understanding of learning material, to find out student learning outcomes can be used in student learning achievement test questions, teachers are required to provide a quantity in the form of numbers on the quality of an abstract phenomenon.

Susanto (2014) explains that learning is a process of change in shaping and directing human personality. These changes are placed in the form of increasing the quality and quantity of a person. So the change in behavior of a person to the situation caused by the experience. According to Sugihartono et al (2012) learning is a process of behavior change as a result of the interaction of individuals with their environment in meeting their needs. Agree from the opinion above that learning is a process of behavior change in shaping and expressing human personality. The real form that can be seen and felt from this learning activity is learning outcomes.

Broadly speaking learning outcomes are divided into three types, namely: (a) Knowledge (cognitive); (b) skills and (psokomotorikl); and attitude (affective). Assessment of learning outcomes is a process of collecting data on learning achievement consisting of aspects of knowledge, skills, and attitudes that are carried out in a planned manner to find out the learning progress of students. While the assessment standard is a criterion in assessing student learning outcomes.

➤ *The Effect of Social Inquiry Model on Student's History learning outcomes*

The social inquiry learning model provides more opportunities for students to be actively involved in the learning process through an experiment or experiment. The activity trains students to be creative and think critically to find their own knowledge so that in the end they are able to use their knowledge in solving problems encountered, especially aspects of social problems.

In addition, the social inquiry learning model positively influences social attitudes and student learning outcomes that are far more optimal. In line with this, Isjoni (2007) states, that social inquiry is one of the learning strategies that helps students to think critically and creatively in accordance with learning objectives because it

emphasizes student experience to solve social problems through steps and problem-solving procedures so as to improve student's History learning outcomes.

The social inquiry learning model can be used in overcoming problems of learning that are less active in student learning activities in class. The social inquiry learning model can lure students to be more Independentt, think critically, be able to solve problems, and participate actively so that student activities and student learning outcomes in class will increase and students feel motivated and happy in learning. This is then expected to increase their value and KKM will be met both classically and individually. Based on the description, the hypothesis proposed is:

H1: There is an influence of social inquiry on Student's History learning outcomes.

➤ *Effects of Curiosity on Student's History learning outcomes*

Curiosity of a student is an internal factor that influences the learning process in the classroom. The existence of curiosity, will encourage students to fulfill their curiosity. It is in fulfilling his curiosity that will lead students to the process of searching and then finding. Efforts that students can make in the process of searching include asking questions directly to the teacher, discussing with friends and looking for some material in several other book sources besides the handbook or the internet.

Curiosity can stimulate the activeness of students in learning in the classroom, students have a curiosity since childhood so we only need to activate the curiosity, so as to increase the enthusiasm, motivation, and desires of students in learning. Curiosity also helps students to explore when learning outside the classroom. Learning in classrooms where students have a high curiosity in learning will look more active and conducive.

With an increase in student curiosity, it can be expected to improve student learning outcomes. Curiosity is an important component in the learning process History basically emphasizes students in order to find out what they will learn and what they learn based on the activities that are guided by the teacher because that is the development of curiosity in history learning is very necessary for students to improve learning outcomes. Based on the description, the proposed hypothesis is: H2: There is an effect of Curiosity on Student's History learning outcomes.

➤ *The Effect Between Social Inquiry Model and Curiosity on Student's History learning outcomes*

The social inquiry model and curiosity have a connection in improving learning outcomes. The link is that if students apply inquiry models in learning and use high curiosity in the classroom, especially in the subject of History, it will increase the level of understanding and quality of student learning in teaching and learning activities. With an increase in understanding and quality of

student learning, it can improve student learning outcomes in history subjects. Social inquiry models in learning with students can make student learning more effective and efficient, both inside and outside the classroom, so as to improve the quality of students in learning. In addition, by increasing curiosity, students can increase and unleash the potential within themselves to be used in learning.

Students who have a high curiosity, tend to continue to look for information and learn about a particular lesson or thing, it will increase the activities and desires of students in learning and can improve student learning outcomes in history subjects. Based on this explanation, it can be assumed that the social inquiry and curiosity model influences student learning outcomes. Basically learning outcomes can be influenced by various factors. But at this time, the researchers only focused on the social inquiry and curiosity model (Curiosity) and in the context of learning outcomes that were already present in teaching and learning activities in schools. Based on the description, the hypothesis proposed is:

H3: There is an influence of social inquiry and Curiosity on Student’s History learning outcomes.

➤ *Influence of Interaction Between Social Inquiry Model and Curiosity Against Student’s History learning outcomes*

Curiosity is very important in the learning process, with curiosity making students think and observe actively. Students who are active and have curiosity are motivated to learn more deeply about something previously unknown so as to be able to cause satisfaction and eliminate boredom to develop their knowledge. Students can develop their knowledge by having curiosity about the material being taught. The results of students' thinking support good communication (Binson, 2009). Curiosity has four aspects, namely the curiosity aspect of information and knowledge (epistemic curiosity), the curiosity aspect of a new object through observation with the senses (perceptual curiosity), the curiosity aspect of a specific or deep part of a knowledge (specific curiosity) and the curiosity aspect for explore knowledge (diversive curiosity) (Rowson, 2012).

Social inquiry learning with students' curiosity is designed by optimizing the potential of students to help students construct their knowledge. Learning that involves students to actively build their knowledge can be implemented with a social inquiry learning model. Based on the description the proposed hypothesis is:

H4: There is an interaction between social inquiry and Curiosity on Student’s History learning outcomes.

III. METHOD

The approach used in this study is quantitative with quasi-experimental design, which is an experimental design that does not allow researchers to control and manipulate all relevant variables. student learning. The study applied a learning approach in the subject of History, which is a model of learning social inquiry and curiosity affecting the dependent variable, namely the learning outcomes of history. The changes in the variables of the social inquiry learning model and curiosity will also affect the history learning outcomes variable.

Research conducted on class X Attaqwa Putra Islamic Boarding School shows that students still have low learning outcomes because they are under the KKM. Sampling in this study used a purposive sampling technique. Research / sample participants are students who have low Curiosity and high Curiosity. Based on the existing population the sample used is the number of students 137 people who will be tested early so that students will be selected who have low levels of curiosity and high levels of curiosity.

The data analysis technique was performed by means of the average difference test. Data normality test uses Shapiro Wilk and homogeneity test. The average difference test uses Independent t test sample, One Way Anova test and Two Way Anova test.

IV. RESULT

The description of the level of curiosity of Attaqwa Putra Islamic Boarding School students before being given a social inquiry learning model can be seen from the questionnaire explained in Table 1.

Criteria	XA Class		XB Class		XC Class		XD Class	
High	22	59,46%	24	64,86%	13	35,14%	14	37,84%
Low	15	40,54%	13	35,14%	20	54,05%	26	70,27%
Amounts	37	100,00%	37	100,00%	33	100,00%	30	100,00%

Table 1:- Frequency Distribution of Initial Student Curiosity Level

Source: processed data

The level of curiosity of class X Attaqwa Putra Islamic Boarding School students for two groups of class XA and Class XB the level of high student curiosity is higher in number while for class XC and class XD more have a low level of curiosity. Based on the results of the level of curiosity of students from four classes, randomly selected by lottery system into 4 groups of students with low and high levels of curiosity. Group formation is

divided into four groups with 20 people for each group. The division of two groups with a high level of curiosity is given a method of learning social inquiry and lectures. Whereas two groups of low level of curiosity were given a method of learning social inquiry and lectures. High curiosity groups with social inquiry methods (A1B1), high curiosity groups with lectures (A2B2), low curiosity groups

with social inquiry methods (A1B3) and low curiosity groups with lectures (A2B4).

Prior to the intervention, a pre-test was given to see the results of student history learning for each group. Furthermore, after learning with two methods, namely social inquiry and lectures from groups with low levels of curiosity and high curiosity. After that a post test is given to determine the effect of social inquiry and curiosity models on learning outcomes. The results of data analysis are explained below.

Data normality test used the Shapiro Wilk test because the number of samples is less than 50 people by taking a significance level (α) of 0.05. The data normality test results show that a significance value of the four groups > 0.05, all data are normally distributed. Then homogeneity test with sig value is then performed. Levene Test 0.258 where due to tilapia levene test > 0.05, the data is homogeneous or has the same variance. Then an N gain score is calculated which will be used as data for testing the hypotheses described below.

➤ *Effect of Social Inquiry on Learning Outcomes*

The influence of social inquiry on learning outcomes is based on the Independentt Samples Test t test by testing the difference in the N-gain percent of the inquiry method with the lecture method at high and low curiosity levels. This hypothesis testing is done by the results of two groups of different tests both groups of students with high and low curiosity levels with the results of two methods, namely social inquiry learning methods and lectures such as Table 2.

Groups	Mean different	t count	p value	Information
A1B1-A2B2	60,620	5,220	0,000	Significant
A1B3-A2B4	22,957	-3,909	0,000	Significant

Table 2:- Independent Two Test Sample Result
Source: processed data

Independent two test sample results show that there are differences in learning outcomes of the high curiosity group with the Social Inquiry method (A1B1) and the high curiosity group with the lecture method (A2B2) with a p value of 0,000 <0.05, meaning there are differences in student learning outcomes with high curiosity with social inquiry methods and lecture methods. The different results of the average learning outcomes of the two groups showed that there were positive differences where the learning outcomes of students with high levels of curiosity with social inquiry were higher than those of students with high levels of curiosity with the lecture method.

The test results show there are differences in learning outcomes of the low curiosity group with the social inquiry method (A1B3) and the low curiosity group with lectures (A2B4) with a p value of 0,000 <0.05. That means there are

differences in student learning outcomes with low curiosity with social inquiry methods and lecture methods. The average difference in learning outcomes of the two groups shows there are positive differences where the learning outcomes of students with low curiosity levels with social inquiry are higher than student learning outcomes with levels low curiosity with the lecture method. Based on the results of the Independentt Two Test Sample the two learning methods with a high level of curiosity show that there are differences in history learning outcomes with the social inquiry method and the lecture method. That means the first hypothesis which states that social inquiry influences student learning outcomes, is proven.

➤ *Effect of Curiosity Level on Learning Outcomes*

The influence of the level of curiosity on learning outcomes is based on the Independentt Samples Test t test by testing learning outcomes by comparing high and low levels of curiosity with social inquiry methods and lectures. This hypothesis testing is done by the results of two groups of different tests both groups of students with high and low curiosity levels as Table 3.

Groups	Mean different	t count	p value	Information
A1B1 - A1B3	55,345	7,773	0,000	Significant
A2B3 - A2B4	28,232	2,592	0,013	Significant

Table 3:- Independent Two Test Sample Result
Source: processed data

Based on Table 3 shows that there are differences in learning outcomes of the high curiosity group (A1B1) and the low curiosity group (A1B3) with the social inquiry method with a p value of 0,000 <0.05, meaning there are differences in student learning outcomes with high and low curiosity with the method social inquiry. The different results of the average learning outcomes of the two groups showed that there were positive differences in the levels of high and low curiosity with social inquiry methods. Student learning outcomes with high levels of curiosity than student learning outcomes with low levels of curiosity indicate a significant difference. That explains that the level of curiosity affects the learning outcomes of students with the social inquiry method.

The test results show there are differences in learning outcomes of the high curiosity group with the lecture method (A2B3) and the low curiosity group with the lecture method (A2B4) with a p value of 0.013 <0.05. This means that there are differences in student learning outcomes with high and low curiosity with the lecture method. The results of the average difference in the learning outcomes of the two groups show that there are positive differences where the learning outcomes of students with high and low curiosity levels with the lecture method prove to be significant.

Based on the independent two test sample results, the high and low curiosity levels prove to be significant differences both with the social inquiry method and the lecture method. It shows the second hypothesis which shows that the level of curiosity influences student learning outcomes is proven.

➤ *The Effect of Social Inquiry and Curiosity on Learning Outcomes*

The influence between social inquiry and curiosity on the results of historical learning is done in one way Anova. Anova one way test results are explained in Table 4.

Table	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45694,371	3	15231,457	17,987	0,000
Within Groups	64358,686	76	846,825		
Total	110053,057	79			

Table 4:- Hasil *One Way Anova*
Source: processed data

Table 4 explains that the calculated F value of 17.987 with a significant level of $0.00 < 0.05$ means the third hypothesis which shows that social inquiry and curiosity have a significant effect together on history learning outcomes, is proven true. Anova one way test results show that social inquiry and curiosity on the learning outcomes of Attaqwa Putra Bekasi Islamic Boarding School students.

➤ *Interaction between Social Inquiry and Curiosity Against History learning outcomes*

The interaction between social inquiry and curiosity on history learning outcomes is explained by the two way Anova results described in Table 5

F	df1	df2	Sig.
11,638	3	76	0,000

Table 5:- Hasil *Two Way Anova*
Source: processed data

Table 5 explains that the calculated F value of 11.638 with a significant level of $0.00 < 0.05$ means that the hypothesis indicates that there is an interaction between social inquiry and curiosity on history learning outcomes. The two way anova test results show that the interaction of social inquiry and curiosity on Student’s History learning outcomes is proven significant so that the fourth hypothesis is proven.

V. DISCUSSIONS

➤ *The Effect of Social Inquiry Learning Models on Learning Outcomes*

Learning outcomes are abilities students have after receiving their learning experience. Learning outcomes can be used by teachers to be used as a measure or criteria in achieving an educational goal. This can be achieved if students already understand learning accompanied by changes in behavior for the better. The results of this study will continue to stick to students because they have become a part of the student's life. Learning outcomes participate in forming individuals who always want to achieve better results so that they will change the way of thinking and produce better work behavior

Students' responses to the social inquiry learning model get positive responses from both students and teachers. Students feel fun when learning when the teacher concerned provides a different learning model at each meeting in the class. One that supports the convenience of student learning, in addition to varying learning media, is that teachers associate more material taught with activities carried out by students in their daily lives. This helps students to be able to understand the material conveyed by the teacher during the learning process in class. This positive response shows that this social inquiry learning model is suitable in improving learning outcomes. This is in accordance with the opinion of Thacker and Friedman (2017) and Purwasih et al (2017) which revealed that the social inquiry model then the feelings arising from within students for learning will become more open and interesting to be learned by them. Learning is a life-long activity that involves physical and emotional reasoning that can be formed and achieve success if done happily. The above opinion is also supported by the opinion of Isjoni (2007) stating that social inquiry is one of the learning strategies that helps students to think critically and creatively in accordance with the learning objectives because it emphasizes student experience to solve social problems through steps and procedures for solving problems so as to improve learning outcomes. In this way they actively use the brain, either finding main ideas, solving problems, or applying what they have just learned into one problem that exists in real life

The test results explain that the implementation of history learning by using social inquiry learning models affect student learning outcomes. It was seen by the differences in student learning outcomes in the two groups of students who used the social inquiry and lecture methods. This can be interpreted, that when students follow learning activities using different learning models with learning outcomes with the lecture method. Means hypothesis one is statistically proven. The results of this study are consistent with Pedaste et al. (2015), Wood (2013), Beshears (2006), Suwartono and Hawanti (2017) and Maryen (2018) who show that social inquiry influences student learning outcomes.

There are differences in learning outcomes between classes of students who use social inquiry learning models and curiosity on historical subjects, accepted. So it turns out student learning outcomes that use social inquiry learning models and curiosity are higher than students who use using lecture learning models. This shows that the social inquiry learning model and curiosity affect the learning outcomes. At present, there are still many teachers who use simple learning models that do not attract students' interest in participating in learning, resulting in low student learning outcomes. In order for the charging system learning to be more interesting and can improve students' abilities, an interactive learning model is needed and a teacher must be able to use the media. The use of social inquiry learning models and increased curiosity, will make students interested in following the lesson, because it matches the characteristics they have. Student interest in participating in the learning process will help students receive the material presented and will help students to be more diligent in learning, so that learning outcomes also increase.

➤ *The Effects of Curiosity on History learning outcomes*

The test results show that there are positive differences where the learning outcomes of students with high and low curiosity levels well with the social inquiry method and the lecture method prove to be significant. These results explain that curiosity affects the learning outcomes of history. These results are consistent with research by Akcaber and Gultekin (2011) and Rohmawati (2018) who found that curiosity can improve learning outcomes.

Curiosity of a student is an internal factor that influences the learning process in the classroom. Students are expected to be able to love challenges, innovate and be creative in creating something that can boast of themselves, their families and countries. Curiosity is the initial capital for students in the learning process. The existence of curiosity, will encourage students to fulfill their curiosity. It is in fulfilling his curiosity that will lead students to the process of searching and then finding. Efforts that students can make in the process of searching include asking questions directly to the teacher, discussing with friends and looking for some material in several other book sources besides the handbook or the internet.

With an increase in student curiosity, it can be expected to improve student learning outcomes. Curiosity is an important component in the learning process History basically emphasizes students in order to find out what they will learn and what they learn based on the activities that are guided by the teacher because that is the development of curiosity in history learning is very necessary for students to improve learning outcomes. Based on this description, it is suspected that curiosity has a positive effect on student's history learning outcomes.

➤ *The Effects of between Social Inquiry Model and Curiosity on Student's History learning outcomes*

The results of testing with One Way Anova show means the third hypothesis which shows that social inquiry and curiosity have a significant effect together on the results of historical learning, is proven true. Anova one way test results show that social inquiry and curiosity on the history of student learning outcomes Attaqwa Putra Bekasi Islamic Boarding School students.

The social inquiry model and curiosity have a connection in improving learning outcomes. The link is that if students apply inquiry models in learning and use high curiosity in the classroom, especially in the subject of History, it will increase the level of understanding and quality of student learning in teaching and learning activities. With an increase in understanding and quality of student learning, it can improve student learning outcomes in history subjects.

Social inquiry models in learning with students can make student learning more effective and efficient, both inside and outside the classroom, so as to improve the quality of students in learning. In addition, by increasing curiosity, students can increase and unleash the potential within themselves to be used in learning. Students who have a high curiosity, tend to continue to look for information and learn about a particular lesson or thing, it will increase the activities and desires of students in learning and can improve student learning outcomes in history subjects. Based on this explanation, it can be assumed that the social inquiry and curiosity model influences student learning outcomes. Basically learning outcomes can be influenced by various factors. But at this time, the researchers only focused on the social inquiry and curiosity model (Curiosity) and in the context of learning outcomes that were already present in teaching and learning activities in schools. Based on this description, Social inquiry and curiosity models had a positive effect on Student's History learning outcomes.

➤ *Interaction between Social Inquiry Model and Curiosity against Student's History learning outcomes*

Based on the results of the Two Way Anova test, it shows that the interaction of social inquiry and curiosity on the learning outcomes of students' history is proven significant so that the fourth hypothesis is proven. That means there is a relationship between social inquiry and curiosity on the learning outcomes of History. The learning model applied in the teaching and learning process of History must have interesting variations of the learning model and make students more active, especially in history learning. Learning model is one of the factors that influence the teaching and learning process. Likewise with history subjects which should use innovative learning models, such as; learning based on social inquiry learning problems.

Curiosity as a source of internal motivation which is the foundation of the history learning process. Curiosity can develop the ability to read, hear, think and communicate to explore experiences gained by students. Students can

understand information obtained from reading or listening well. Students who understand information can think well. The results of students' thinking support good communication (Binson, 2009). Curiosity is very important in the learning process, with curiosity making students think and observe actively. Students who are active and have curiosity are motivated to learn more deeply about something previously unknown so as to be able to cause satisfaction and eliminate boredom to develop their knowledge. Students can develop their knowledge by having curiosity about the material being taught.

Social inquiry learning with students' curiosity is designed by optimizing the potential of students to help students construct their knowledge. Learning that involves students to actively build their knowledge can be carried out with social inquiry learning models so as to improve student learning outcomes.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis, it can be concluded that 1) the social inquiry model had effect to history learning outcomes of students in class X at Attaqwa Putra Islamic Boarding School; 2) Curiosity had effect to history learning outcomes of students in class X at Attaqwa Putra Islamic Boarding School; 3) social inquiry model and curiosity had effect to history learning outcomes of students in class X at Attaqwa Putra Islamic Boarding School and 4) there is an interaction between social inquiry models and curiosity on the history learning outcomes of students in class X at Attaqwa Putra Islamic Boarding School.

In connection with the results of research and discussion, to achieve the achievement of learning outcomes with the use of learning models that are as expected, it is recommended in the application of a learning model, teachers are expected to understand and understand correctly the operation of the learning model that will be used so that the use of media can be maximized; only done in history subjects with various limitations, and only limited to one dependent variable, namely student learning outcomes, analysis tools only use different tests, so further research is needed so that the application of learning models conducted in this study can be used optimally. And use analytical tools that accommodate influences such as multiple linear regression.

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