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Improved of Critical Thinking Skills and Social Skills for Students Through Inquiry Learning (Guided Enquiry) Based Literacy on the Subject of Social Sciences in Class V

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Abstract

Learning social sciences in elementary school should be directed at critical and social thinking skills. Inquiry learning is a series of learning that involves all students ' ability to search and investigate systematically, critically, logically and analytically. Given the superficial of material contained in the theme book, so that in this research developed inquiry-based on literacy to expand knowledge and insight. This research aims to explore the improvement of the skills of critical thinking and social skills of students through learning inquiry-based literacy in the courses of social sciences class V Elementary SchoolN 06 Metro Utara. The research design of action research includes describing problems, the assessment of need for a problem, hypotheses of ideas, planning actions (Action Plan), implementation of the plan, evaluating actions and making decisions. Research results show students ' critical thinking skills on average (2.84/71%) And the average student social skills (3.04/76%) the criteria is good. As such, researchers recommend learning the literacy-based teaching inquiry to continue to be applied in learning the social sciences class V elementary School as it proved to improve the skills of critical and social skills of students.

Key words: Critical and social thinking skills, Social Sciences, Inquiry based teaching, Literacy

Mejora De Las Habilidades De Pensamiento Crítico Y Habilidades Sociales Para Los Estudiantes A Través Del Aprendizaje Basado En La Investigación (Investigación Guiada) Alfabetización Basada En El Tema De Las Ciencias Sociales En La Clase V

Resumen

Aprender ciencias sociales en la escuela primaria debe estar dirigido a habilidades de pensamiento crítico y social. El aprendizaje por consulta es una serie de aprendizaje que involucra la capacidad de todos los estudiantes para buscar e investigar de manera sistemática, crítica, lógica y analítica. Dado lo superficial del material contenido en el libro temático, de modo que en esta investigación se desarrolló una investigación basada en la alfabetización para expandir el conocimiento y la comprensión. Esta investigación tiene como objetivo explorar la mejora de las habilidades de pensamiento crítico y habilidades sociales de los estudiantes a través del aprendizaje de la alfabetización basada en la indagación en los cursos de ciencias sociales de la clase V de la escuela primaria N 06 Metro Utara. El diseño de investigación de investigación de acción incluye la descripción de problemas, la evaluación de la necesidad de un problema, hipótesis de ideas, planificación de acciones (Plan de Acción), implementación del plan, evaluación de acciones y toma de decisiones. Los resultados de la investigación muestran las habilidades de pensamiento crítico de los estudiantes en promedio (2.84 / 71%) Y las habilidades sociales promedio de los estudiantes (3.04 / 76%) el criterio es bueno. Como tal, los investigadores recomiendan aprender la investigación docente basada en la alfabetización para continuar aplicándose en el aprendizaje de la escuela primaria de clase V de ciencias sociales, ya que demostró mejorar las habilidades de habilidades críticas y sociales de los estudiantes.

Palabras clave: habilidades de pensamiento crítico y social, ciencias sociales, enseñanza basada en la investigación, alfabetización

Introduction

In line with the implementation of K13 in Elementary School requires literacy-based learning activities although not directly written in thematic books that each study activities include reading, writing, discussing, trying, storytelling, contemplating and cooperation with parents

(Maryanto, 2017). The material in the "Integrated thematic book K13" is very minimal compared to the KTSP material, so teachers must develop material from various literature and should familiarize students to read the material before learning begins approximately fifteen minutes according to Regulation (Permendikbud No. 23 year 2015). But this activity cannot be done for now that our learning activities follow what in the theme book because the facilities do not exist such as the reading place, the school library has not been adequate (W., 2018).

To succeed literacy-based learning activities that synergize with the National Literacy Movement (GLS) require the cooperation of all parties related to the management of education, such as schools, parents, community, and school committees. In addition to the libraries that must be owned at the stage of habituation, such as reading 15 minutes before the lesson begins, noting the title of the book and the name of the author, rooms/special places to save books, reading corners, champagne posters of the reading, text rich materials for each class, canteen, school medical room supported by all parties. Literacy activities will add knowledge and expand insight to students so as to achieve optimal learning outcomes as a provision of his future (Wahyuni, Djatmika, & As'sari, 2018).

Literacy-based learning can be done using the environment as a learning resource, reading folklore, the game media is very beneficial for students to cultivate activity, cultivate various abilities such as material mastery, growing social value, confident, passionate, and able to find, cultivate, construct and exploit its knowledge (Izati, Wahyudi, & Sugiyarti, 2018), (Muhammad, 2018), (Anafiah, 2018). Learning social sciences in elementary school must be able to provide various skills to the students in order to face various problems that exist in the community by associating the material about the daily problems experienced by students. This is in line with the research results of Brandy, which educators who want to foster the mindset of students should be given the opportunity to be directly involved with the problems in the community. In addition, educators should find ways to give face-to-face interactions with individuals who are actively involved in social life, as well as providing opportunities to participate in real social life (Quinn & Bauml, 2018).

The presentation of problematic material, more challenging and growing students ' thinking skills makes the social sciences learning more popular and favored. The pleasure and enthusiasm in following the learning will affect students ' success in obtaining optimal learning outcomes, communication skills, ability to overcome the problems he faced and have

sensitivity to others. This cannot be done suddenly and incidentally, but things have to be considered and well planned by a teacher. The results of the research of Katherina show that the school has a very important role for teachers in preparing students to become active participatory citizens in the life of Democracy (Payne, 2017). That means teachers have a very important role especially in learning social sciences in elementary school to achieve the objective of learning that one of them foster a democratic attitude, which is mutual respect in the diversity of families and the surrounding environment.

One of the efforts that can be done to teach active students is by providing students with a direct experience, associating learning materials with daily activities. The design of learning that can activate the students in a physical, intellectual and emotional learning in the social sciences in elementary school is an inquiry approach design. In general, inquiry relates to problems and research to answer a problem. Beyer (1971) states that inquiry is more than just asking, inquiry is a process of questioning certain meanings/meanings that require someone to display intellectual abilities so that his ideas or thoughts can be understood. Beyer later stated that "inquiry is one way of knowing" is a way of knowing. Social studies researchers have to be realistic about the teachers having to make changes, must anticipate the old horizon and be willing to walk together with a fellow teacher as an equal partner to facilitate student learning. The change of teachers is very likely, by conducting a deeper study (research) before engaging in the development of his profession (Howell & Saye, 2018).

According to the experts, an inquiry approach can overcome the problems of the students ' boredom and is quite potent because the learning process is more centered on students (student centered instruction) than centered on teachers (teacher centered instruction). Social studies educators should look for ways to make a difference in their class (Adler, 2008). Importantly, in practice teachers should have the ability to teach meaningful and substantive social studies involving children and allow them to "understand, participate, and make decisions based on information about their world" (BAUML, 2016). The mastery and application of the appropriate methods in the learning process are essential to achieving the learning objectives. Furthermore, Wesley stated that a good method requires an accurate, artistic, personal attitude and always adjusts to the level of student experience. Nevertheless, he admitted that to implement a good method is not easy. A good method should involve the participation of educators and their students. Academic growth and student behavior can-

not be separated. Schools that systematically address academic and social/ emotional learning (Social Emotional Learning/SEL) have demonstrated improved student performance compared to schools that do not address both factors (Morris, McGuire, & Walker, 2017).

The learning of social sciences also has to explore materials that are sourced in the community in addition to theories derived from social sciences. In other words, the teaching of social sciences that forget the community or who are not based on reality in society will not reach its objective (Irfan Tamawi, 2009). Inquiry learning is the right choice in social sciences in elementary school because it emphasizes the systematic, critical, analytical and meaningful thinking process, to seek out and find the answers themselves from a problem faced, both in the learning process in the classroom, as well as in the environment where the students are, associating materials with local contents (Lahadisi, 2014), (Crocco & Marino, 2017)

The study used in this research was the learning of inquiry based on literacy study in the social sciences in classroom V Elementary SchoolN 06 Metro Utara to improve critical and social thinking skills according to themes and sub-themes. Learning Inquiry based literacy is chosen considering that the students who will be used as the subject of the study are elementary school students who have never carried out the previous inquiry process, so that they still need intensive guidance. According to Amri (2010), inquiry based teaching is the inquiry activity where the problem is submitted by the teacher or sourced from the textbook then students work to find answers to the problem under the intensive guidance of the teacher. However, it will be sought for assistance in the form of guidance will be gradually reduced so that the students can take over their own responsibilities. In principle, the whole learning process during the use of a inquiry based teaching model helps students become self-reliant, confident, and sure in his own intellectual ability to engage actively (Oka, Wijayanthi, Lasmawan, & Natajaya, 2014). Inquiry learning is designed according to the ability and level of intellectual development of elementary students, who have active nature, great curious nature, engaged in a whole and reflective situation of a process and its results found.

This research is different from some research that has been done before, among other research from Oka, Wijayanti, Lasmawan and Natawijaya (2014) There is a significant influence of learning inquiry based on local wiElementary Schoolom to the responsibility and outcome of learning social sciences Elementary School class V (Oka et al., 2014); Research

from L. Pratiwi, DKK. (2012) The result showed that the guided inquiry model made better performance for students (Praptiwi, SARWI, & Handayani, 2012); The research result of Safriani suggests that the application of guided inquiry of learning can increase students ' interest in the subjects of civics class VIII (Safriani, 2017). Research from Mahrun, et al (2017) The result of learning inquiry in practice based on practical teaching can improve the mastery of science process concept and skills of junior high school students (Mahrun, Anna Permatasari, 2017). Model Learning Discovery Inquiry (DI) to reduce the misconceptions of science students meet valid, practical, and effective criteria (Tompo, Ahmad, & Muris, 2016).

Research results of Rulita Niana, e.al. (2016) The results of the class action research conducted in the class XI MIPA 2 SMA Batik 2 Surakarta, can be concluded that the model of inquiry guided can improve the scientific stance and analytical skills of students (Niana, 2016). The research results from Yenny Mediawati that the learning of inquiry guided affect the improvement of the mathematical problem solving skills of junior high school students (Meidawati, 2014). Results of Sukma research, et al. There is a significant influence between guided inquiry of learning model and motivation together towards learning outcomes of class X SMA Negeri 11 Samarinda school year 2014/2015 (Sukma, Laili Komariyah, 2015). Results of the analysis of post-test data with the level of trust 5% obtained Thitung = 2.61 and ttabel = 2.02 because Thitung > ttabel, then it can be concluded that there is a significant influence model learning inquiry guided to the outcome of learning physics student grade X SMAN 6 Lubuklinggau (Lovisia, 2018).

Guided Inquiry Learning has been able to improve student learning outcomes; The science process skills of students that are taught using the Learning Inquiry model have a better achievement than students who are taught using the model problem solving (Maikristina, Dasna, & Sulistina, 2013). Inquiry learning is guided on environmental management material that affects students ' critical thinking skills in SMP Negeri 2 Tanjung Lago, Banyuasin regency (Falahudin, Wigati, & Pujiastuti, 2016). Some of the results of the above studies have proven, that the implementation of the learning inquiry is proven to improve (learning outcomes, performance, interests, concept mastery, process skills, scientific attitudes, analytical skills, and critical thinking skills) students at both basic and intermediate level. Based on previous studies, this study provides a deeper review by analyzing the improvement of the skills of critical thinking and the social skills of students through literacy-driven inquiry learning in the

V-class Elementary SchoolN 06 Metro Utara.

Literacy-Based Inquiry learning

Inquiry learning is much influenced by the genre of cognitive studies pioneered by Piaget. According to this genre, learning is essentially a mental process and a thought process by utilizing all the potential each individual has optimally. Learning is more than just the process of memorizing and stacking science, but how the knowledge it acquired is meaningful to students through thinking skills. Another study theory on which the inquiry learning strategy was based was the Constructivistic learning theory. This learning theory was developed by Piaget, that knowledge is meaningful while sought and found by students. Since childhood according to Piaget, each individual strives and is able to develop knowledge through schemes that exist in its own structure. The scheme is continuously updated and amended through the process of assimilation and accommodation. Inquiry learning, not only relevant to the steps of scientific methods but also relevant to the theory of learning such as Piaget cognitive theory, conditioning, and constructive. A guided Inquisition can improve scientific attitudes and analytical skills (lahadition, 2014), (Tompo et al., 2016), student (Niana, 2016). The implementation of inquiry in learning social sciences are rationalized on the basic view that in students ' learning is encouraged to seek and obtain information through independent learning activities (Huriah Rachmah, 2014), (Puspita, 2013).

Development of inquiry learning is considered very appropriate with the characteristics of educational material social sciences that aims to develop individual responsibilities and ability to actively participate both as a community member and citizen. In the application of inquiry learning there are three key principles, namely knowledge is tentatively (research process continually), human beings have a natural curious nature (students do exploration), and humans develop Individuality independently (self-reliance). Inquiry learning is an inductive concept for students, including the process of thinking and specific things that are common to things that are generally initiated by introducing a specific sample of concepts. Students learn examples and try to conclude by making statements or sentences that correspond to the characteristics of the concept (Sapriya, 2009). Teachers must provide direction and guidance to students in conducting activities so that the students who are thinking slowly or those with low intelligence remain able to follow the activities that are being performed and students have high thinking ability not monopolizing activities (Meidawati,

2014).

This research is the learning of literacy-based inquiry in improving the skills of critical thinking and social skills in class V IPS at Elementary SchoolN 06 Metro Utara. Guided inquiry is one of the methods of Inquiry where teachers provide material or materials and problems for investigation. Students plan their own procedures to solve problems. Teachers facilitate investigations and encourage students to disclose or make questions that guide them for further investigation (Safriani, 2017). The study of inquiry-based literacy, which includes reading, thinking and writing, is the essence of literacy (Suyono, 2009). In that regard, thinking needs to be exported, with the reason to think more highlighted so that in practice is really an activity that gets high attention, not just a patch of activity in reading and writing. In addition there are some activities that accompany literacy such as observing, discussing, and presenting its results is an extension of the practice of iterations and can improve the social skills of students.

The steps of inquiry learning based on the literacy that will be implemented in this study are as follows:

Table 1. Inquiry Learning Phase in This Study (adaptation of guided Inquiry learning step from Gulo)

Phase	Description
First Phase, Present the problem or question	Teachers guide students to identify problems through reading or observing activities by dividing students into groups
Second Phase, Data verification	Students verify data by collecting data or information about the problems they see, the teacher asks questions so that the teacher by answering "yes" or "no"
Third Phase, Conduct Experiment	Students propose new elements into the problem to be able to see whether the event can occur differently
Fourth Phase, Organize Data	Teachers ask students to organize the data and compile an explanation
Fifth Phase, Analysis the results and determine action	Students analyze results based on the Inquisition process and follow up with all the competencies that have been studied by applying them to daily life

Literacy is not just about reading and writing, but it is effectively expected to awaken the love of homeland and local culture. Literacy activities are an effort to improve the ability to understand and process the reading or writing. Furthermore, literacy activities aimed at building characters, one of which is love of homeland and culture. Culture of literacy must be grown early in order to build a love of homeland and regional culture (Lampost, 18 September 2019). In this study, literacy activities conducted through reading, listening, writing and solving various problems in the discussion according to the existing theme, in addition to some activities the students

are also required to observe School, the neighborhood in which he lived.

Critical Thinking Skill Of Students

Critical thinking has a tendency to form and reveal questions about something believed, rights, facts, definitions, conclusions and perform actions (John, 1986), (M. Ikhsan, Said Munzir, 2017). Critical thinking is a well-organized mental process and plays a role in making decisions to solve problems by analyzing and interpreting data, evaluating systematically through observation, experience, common sense or communication, and aiming to test the opinion (Priyadi, 2005), (Johnson, 2007), (Sapriya, 2008), (Jumaisyaroh, Napitupulu, & Desiuddin, 2015), (SYARIFAH & Sumardi, 2015), (Amir, 2015), (Astuti, Purwoko, & Indaryanti, 2017), (Tri Budiarsih, 2017), (Suriasa, 2018).

The practice of teaching critical thinking is done by explaining and linking facts, constructing facts and attributes into a concept and linking between concepts that will bear generalization. By connecting various generalizations will produce a construct. With a skilled habit of building a construct, students will also be able to look at the problem and ably find various alternatives to its resolution (Uwiyah, 2014). Perkins and Murphy (2006), thinking critically divided into 4 stages, namely clarifications (clarification), assessment, inference, strategy/tactics (strategy/tactic). (Setyaningsih, Agoestanto, & Kurniasih, 2017).

There are three key aspects of critical thinking process model Peter Kneedler namely: (1) The ability of define and clarify problems; (2) The ability to assess and process information; (3) The ability to issue solutions/ take conclusions (Hestiningsih & Sugiharsono, 2015). Furthermore, critical thinking skills are grouped into five indicators, namely (1) give a simple explanation (elementary clarification), (2) Building basic Support (3) making inference (4) giving further explanation (advanced clarification), and (5) Organizing strategy and Tactics (Alawiah, Rahmatina, & Febrian, 2018), (Negoro, 2018). In learning social sciences is a great means of growing students ‘ critical thinking skills. Learning social sciences has many concepts or social problems that exist in the student environment can be an object to be able to foster a critical way of thinking students through continuous exercises refer to the student’s mindset.

The critical thinking skills indicator in this study refers to activities grouped by Ennis (2011), by selecting 4 out of five (1) Simple explanations (elementary clarification), (2) Building Basic (Basic Support) (3) give further explanation (advanced clarification), and (4) Manage strategy

and tactics contained in table 2 below:

Table 2. Indicator of Student's Critical Thinking Skill

No	Sub Variabel	Indicator Critical Thinking Skill
1	Giving simple explanation (*elementary clarification*)	Identify problem
		Formulate problem
		Design answer
		Giving reason toward the answer
		Formulate assumption
2	Build basic skill (*basic support*)	Implementing group work procedures according to teacher instruction
		Provide various arguments with a valid source
		Record a general overview
3	Giving advanced explanation (*advanced clarification*)	Define terms and consider definitions
4	Set strategies and tactics (*strategies and tactics*)	Together decide an action
		Interact with others well

Student's Social Skills

Social skills are the ability to collaborate with others positively, in social activities. Social skills are directed so that students are able to live and cooperate, participate, respect the rights of others, have social sensitivity and be able to control themselves in their societal life. A person with high social skills will be able to work in groups, participate and contribute in achieving group objectives, actively provide useful advice and strive to solve problems. Furthermore, according to Sasongko, it argues that social skills are manifested in various forms of individual ability to express their feelings, both positive and negative when dealing with others verbally or nonverbal. (Indrastoeti & Mahfud, 2015),

A person who has high social skills can easily be accepted by someone else socially. Hair et al (In Bremer and Smith, 2004) states a teenager who possesses strong social skills is more capable of being accepted by peers, developing friendships, nurturing strong relationships with parents and peers, being able to solving problems effectively, growing greater interest in schools, and doing better academically (Diahwati, Hariyono, & Hanurawan, 2016). Matson and Ollendick (Silondae, 2013) reveal that social skills are a person's ability to adapt properly to their environment and avoid conflicts while communicating physically or verbally. Social skills in students can be seen in the way students interact, both in terms of

behaviour and in terms of communicating with others, so that later can be beneficial for his or her life in both family and Community Environment (Oktaviana Kasim, 2017), (Hadi, Sinring, & Aryani, 2018).

Social skills must be developed early (elementary school) because the child who can have good social relations with the environment will have the foundation and have the ability to achieve success in the future, as expressed by Cartledge & Kiarei (2001) that "social skills need to be developed early to prevent failures and difficulties in the school period and adult life". In line with the opinion Cartledge & Kiarei (2001) In his research argues that the social skills of individual students function to address problems arising from interacting (Mahyuddin, 2017). Riggio (in Oudova, 2005) exposes six aspects of social skills, namely (1) the ability to express emotions (Emotional Ex-Pressivity), (2) the ability to recognize and interpret emotions (Emotional Sensitivity), (3) the ability to control emotions (Emotional Control), (4) Verbal fluent communication (Social Expresivity), (5) has a sensitivity to the environment (Social Sensitivity), and (6) has social sensitivity (Social Control) (Hayati & Idris, 2012).

Cartledge and Milburn expressed social skills as a learned behavior; Socially acceptable, allowing one to interact with others through ways that result in positive responses and help in avoiding the negative response of others. Further social skills have been developed by the National Council for Social Studies as referenced by social sciences developers in some countries, including: (1) Skills related to obtaining information; (2) Skills in organizing and using information (intellectual skills and decision making skills); (3) Social skills related to social relations and participation in the community, consisting of: self-skills according to talents and interests, skills in cooperation, participation in society (Fajriah, 2014), (Ulum & Didik, 2018)

Harlock (1995), in order to process a harmonious and good interaction in the school environment, learners as a social creature are required to be able to adapt to the environment in which he is particularly in a classroom or school environment, so that there is no isolated individual, no sensitivity to others or hard to hang out in the school. Individuals who have high social skills tend to get good social acceptance and show the features that are fun, happy and have a sense of security (Bakhtiar, 2015). Some indicators of social skills in his research are the following empathy, cooperation, tolerance, solidarity, communication and Democracy (Japar, 2015), (Diahwati et al., 2016).

Muijs & Reynolds (2006) suggests there are four basic concepts to

be taught in training social skills namely cooperation, participation, communication, and validation (Aryani, Pd, & articles, 2015). Seefeld and Barbour (in Perdani, 2013) explained that social skills include communicating skills, sharing, working together, participating in community groups. Children who have strong self-awareness are ready to learn together with others. The ability to communicate is a taught behaviour, which is used by individuals in interpersonal situations to acquire or maintain the confirmation of its environment (Iswantiningtyas, 2017), (Fals Iwan, Hartoyo Agung, 2017), (Haryadi, 2019), (Suraya, 2019).

This skill can be developed through literacy-based learning inquiry, which is by cooperation in a group that provides a lot of opportunities for students to interact, participate, exchange knowledge, experience, value, and skill and attitude development. Social skills are very possible to be developed through tasks, group work, assessment in the form of a performance or portfolio (Maryani & Syamsudin, 2009). Based on some of the above references, researchers set a social skills indicator in this study, such as empathy, cooperation, participation, responsibility, and communication in table 3 as follows:

Table 3. Student's Social Skill Indicator

Table 3. Student's Social Skill Indicator

No	Social Skill Indicator	Sub Indicator
1	*Empathy*	Listen to friends who tell a story about the problem, talk about a problem or opinion with friends
2.	Cooperation	Equating opinions in a group so as to achieve a mutual agreement, respecting the contributions of each member in a group, taking turns and sharing assignments, being in groups during the discussion, doing the task on time
3.	Participation	Assisting each other in group assignments, mutual understanding among group members, contributing ideas or thoughts, discussion and response or rejection of ideas, starting and focusing during learning
4.	Responsibility	Saying good things, showing concern for friends, following directions and rules, waiting for a turn in an activity, asking for permission when going away, reporting something appropriately
5.	Communication	Listening to other people's opinions, making eye contact with the interlocutor, calling other friends by name, conveying ideas, ideas or responses clearly and politely, convincing the opponent to speak through argumentation or exposure to the reasons Understand the message content and writing skills of ideas or ideas

Research Methodology

Research Methodology

The research aims to analyse the improvement of critical thinking skills and students ' skills through guided Inquiry learning based literacy on class V social sciences courses at Elementary SchoolN 06 Metro Utara learning Year 2019/2020. This study used action research draft of McKer-

nan model, he emphasizes the research model with "time process", in the sense that the important action research should not be done too stiff in the matter of time (David Hopkins, 2011). The research process used the model expressed by James McKernan (1996). McKernan displays ideas based on the idea of Lewin or the interpreter of Kemmis. The procedure of action is as follows:

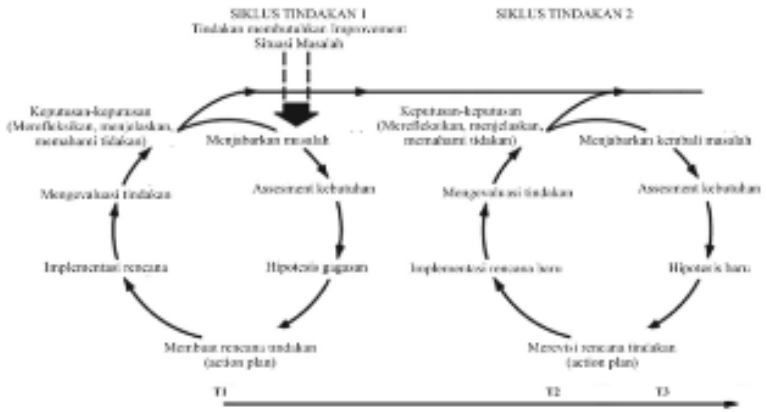

Figure 1. McKernan Action Research Model (David Hopkins, 2011)

The research was carried out in three cycles, each cycle includes three meetings in one theme and three sub-themes each meeting each 3-hour journey (3 x 35 minutes). The research was conducted with collaborators (Mrs. Eny Widayati) as the teacher of class V Elementary SchoolN 06 Metro Utara according to the agreement of learning adapt to the theme or sub theme chosen. The cycles that have been done in this study were from the definition of problems, assessment of needs, hypotheses, implementation, evaluation, and decision making. The data collected includes the data on the observation result, as well as documentation of the learning activities using inquiry learning on the subject of social sciences class V in Elementary SchoolN 06 Metro Utara consisting of three themes (human and animal motion organs, clean air for health, and healthy food). The data analysis technique used in this study uses data analysis by presenting the average data of the observation of critical thinking skills and social skills with the following formula:

$$P = \frac{F}{N} \text{ x100\%}$$

Description:
P = percentage number
F = the frequency at which the percentage was searched
N = number of frequencies or number of individuals (Sudijono, 2010)

Results and Discussion

This research was an action study aimed at analyzed the improvement of students ' critical and social thinking skills through Inquiry learning (guided Inquiry) based literacy on the subjects of social sciences class V Elementary SchoolN 06 Metro Utara for Odd Semester with learning year 2019/2020. The study was implemented in 3 cycles and each cycle consisted of 3 times each meeting consisted of 3 x 35 minutes (3 hours of learning). Every cycle that has been done in the study is ranging from the definition of problems, assessment of needs, hypotheses, implementation, evaluation, and decision making. The data on learning activities, critical and social thinking skills were observed with an observation sheet at the time of learning to learn (guided inquiry) based literacy, and the data learned from the tests conducted at the end of the cycle. Following results recapitulation and analysis of data observation skills critical thinking and social skills students grade V Elementary SchoolN 06 Metro Utara for Odd Semester with learning year 2019/2020:

1. Analysis of Student's Critical Thinking Skill Data
Table 4. Average of Critical Thinking Skill for Cycle 1, 2, and 3 Theme (Human and Animal Motion Organs, Clean Air for health and Healthy Foods)

No	Critical Thinking Skill Indicators	Average Per Cycle			Average (%)	Desc
		1	2	3		
1	Giving simple explanation (*elementary clarification*)	2,47 (61,75%)	2,69 (67,26%)	2,69 (67,26%)	2,61 (65,25%)	Good
2	Build basic skill (basic support)	2,67 (66,75%)	2,96 (74%)	2,96 (74%)	2,86 (71,50%)	Good
3	Giving advanced explanation (advanced clarification)	2,72 (685)	2,86 (71,5%)	2,86 (71,5%)	2,81 (70,25%)	Good
4	Set strategies and tactics (strategies and tactics)	3,03 (75,75%)	3,11 (77,50%)	3,11 ((77,50%)	3,08	Good
	Average	2,72 (68%)	2,90 (72,5%)	2,90 (72,5%)	2,84 (71%)	Good

Description:
Score 1 : Less

Score 2 : Enough
Score 3 : Good
Score 4 : Very good (Kunandar, 2013)

Based on the calculation of data on the indicators of critical thinking skills of students at Elementary SchoolN 06 Metro Utara, with the inquiry learning based on the literacy for 1,2 and 3 cycle themes (Animal and human motion organs, clean air for health and healthy food)) obtained an overall average of the criteria (2.84) or if it was percentage (71%).

2. Analysis of Student's Social Skill

Tabel 5. Average of Social Skill for Cycle 1, 2, and 3 Theme (Human and Animal Motion Organs, Clean Air for health and Healthy Foods)

No	Social Skill Indicator	Average Per Cycles			Average (%)	Desc
		1	2	3		
1	*Emphaty*	2,73 (68,25%)	2,99 (74,75%)	3,14 (78,5%)	2,95 (73,75%)	Good
2	Cooperation	2,94 (73,5%)	3,07 (76,75%)	3,16 (79%)	3,06 (76,5%)	Good
3	Participation	2,96 (74%)	3,12 (78%)	3,23 (80,75%)	3,10 (77,5%)	Good
4	Responsibility	2,94 (73,5%)	3,07 (76,75%)	3,15 (78,75%)	3,05 (76,25%)	Good
5	Communication	2,72 (68%)	2,94 (73,5%)	3,10 (77,5%)	3,04 (76%)	Good
	Average	2,86 (71,5%)	3,04 (76%)	3,16 (79%)	3,04 (76%)	Good

Description:
Score 1 : Less
Score 2 : Enough
Score 3 : Good
Score 4 : Very good (Kunandar, 2013)

Based on data calculations on the social skills indicator of Elementary SchoolN 06 class V Metro Utara, with the inquiry learning based on the literacy of 1, 2 and 3 cycles themes (Animal and human motion organs, clean air for health and healthy food) The overall criteria is good (3.04) or if it was percentage (76%).

Data analysis results have proved that the skills of critical thinking and social skills of grade V students of Elementary SchoolN 06 Metro Utara are continuously improving through literacy-based Inquiry learning. This does not remove the hard work of all parties, namely researchers, class teachers, principals, students and parents who strongly

support literacy activities by making donations in the form of a reading corner and reading books non-subjects to Foster a spirit of learning and increase student knowledge and insight.

Conclusions and suggestions

Conclusion

Researchers recommend learning Inquiry-based literacy lessons to continue to be applied in learning social sciences for class V Elementary School because it is proven to improve the skills of critical and social skills of students. The activity of reading non-textbook 15 minutes before the learning begins in the room reading corner is continuously done to become a culture of students. Likewise, in every learning activity should be initiated by presenting various questions/problems followed by the search process (data verification) through reading/observing, organizing, analyzing and doing action through discussion activities is one of the efforts to improve the skills of high-level thinking and social skills of students.

Advice

The literacy activities undertaken both before, during and after learning at Elementary SchoolN 06 Metro Utara must be continuously upgraded as an attempt to succeed in the school Literacy Movement (GLS), not just the habituation stage, but slowly but surely run to the stage of development and learning. The GLS will be successful when supported by the synergy between the school, the school citizen and other supporting systems.

In the social sciences learning activities at Elementary SchoolN 06 Metro Utara, we recommend that teachers use a variety of learning devices, such as the student activity sheet of the development of the material in the K13 integrated thematic book, student reading activity sheet, student observation sheet, assessment sheet and student skills as an effort to help complete student development work.

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