

ABSTRAK

Devi Nur Azizzah, 2024. **UPAYA MEMBANGUN *CULTURE LITERACY* MELALUI PENERAPAN MODEL PEMBELAJARAN *INQUIRY* (Studi Pada Mata Pelajaran Geografi Materi Keragaman Budaya Bangsa Siswa Kelas XI IPS SMA Terpadu Darul Muta'allimin Kota Tasikmalaya)**. Jurusan Pendidikan Geografi, Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Siliwangi.

Keragaman suatu daerah menjadikan perilaku atau kebiasaan dari asal daerahnya masing – masing terbawa pada kegiatan lain diluar daerahnya sendiri, sebagaimana dilihat dari proses pembelajaran menjadikan interaksi eksklusif serta sikap menghargai antar ragam budaya tersebut masih dikatakan kurang. Tujuan yang dibahas dalam penelitian ini adalah (1) Bagaimanakah tahapan penerapan model pembelajaran *inquiry* terhadap upaya membangun *culture literacy* pada mata pelajaran Geografi materi keberagaman budaya bangsa siswa kelas XI IPS SMA Terpadu Darul Muta'allimin Kota Tasikmalaya? (2) Bagaimana upaya membangun *culture literacy* melalui penerapan model pembelajaran *inquiry* pada mata pelajaran Geografi materi keberagaman budaya bangsa siswa kelas XI IPS SMA Terpadu Darul Muta'allimin Kota Tasikmalaya?. Penelitian ini menggunakan metode deskriptif kuantitatif. Teknik pengumpulan data dalam penelitian ini dilakukan melalui observasi, wawancara, kuisioner, dokumentasi, dan studi literatur. Populasi penelitian ini sebanyak 33 orang, dan sampel penelitian sejumlah populasi dengan teknik total sampling. Teknik pengolahan data dalam penelitian ini berupa deskriptif kuantitatif dengan analisis sederhana menggunakan persentase. Hasil penelitiannya adalah (1) pada penelitian ini yang merupakan tahapan penerapan model pembelajaran *inquiry* memiliki langkah – langkah tertentu yaitu, kegiatan orientasi, merumuskan masalah, merumuskan hipotesis, mengumpulkan data, menguji hipotesis dan menyimpulkan hasil. (2) upaya membangun *culture literacy* siswa dengan berbagai indikator diantaranya terdapat kegiatan memvariasikan materi, melakukan kegiatan konseptual, memperkaya kolaborasi, dan melakukan analisis permasalahan. Dilihat dari persentase frekuensi kuisioner bahwa upaya membangun *culture literacy* melalui penerapan model pembelajaran *inquiry* dapat membangun siswa pada Mata Pelajaran Geografi Materi keragaman budaya bangsa siswa kelas XI IPS SMA Terpadu Darul Muta'allimin Kota Tasikmalaya.

Kata Kunci: *Culture literacy, Model Pembelajaran, Inquiry Based Learning.*

ABSTRACT

*Devi Nur Azizzah, 2024. **EFFORTS TO BUILD CULTURE LITERACY THROUGH THE APPLICATION OF THE INQUIRY LEARNING MODEL** (Study on Geography Subjects on Cultural Diversity of the Nation for Grade XI IPS Students of Darul Muta'allimin Integrated High School, Tasikmalaya City). Department of Geography Education, Faculty of Teacher Training and Education. Siliwangi University.*

The diversity of a region makes the behavior or habits of each region of origin carried over to other activities outside their own region, as seen from the learning process, making exclusive interactions and attitudes of respect between cultural diversity are still considered lacking. The objectives discussed in this study are (1) How are the stages of implementing the inquiry learning model in efforts to build culture literacy in the geography subject of the material on the diversity of national culture for class XI IPS students of Darul Muta'allimin Integrated High School, Tasikmalaya City? (2) How are efforts to build culture literacy through the application of the inquiry learning model in the geography subject of the material on the diversity of national culture for class XI IPS students of Darul Muta'allimin Integrated High School, Tasikmalaya City? This study uses a quantitative descriptive method. Data collection techniques in this study were carried out through observation, interviews, questionnaires, documentation, and literature studies. The population of this study was 33 people, and the research sample was a number of populations with a total sampling technique. The data processing technique in this study was quantitative descriptive with simple analysis using percentages. The results of the study are (1) in this study, which is the stage of implementing the inquiry learning model, there are certain steps, namely, orientation activities, formulating problems, formulating hypotheses, collecting data, testing hypotheses and concluding results. (2) efforts to build student culture literacy with various indicators including activities to vary materials, carry out conceptual activities, enrich collaboration, and conduct problem analysis. Seen from the percentage of questionnaire frequency, efforts to build culture literacy through the application of the inquiry learning model can build students in the Geography Subject, the material on the diversity of national culture of class XI IPS students of SMA Terpadu Darul Muta'allimin, Tasikmalaya City.

Key words: Culture literacy, Learning Model, Inquiry Based Learning.