

USE OF GUIDED INQUIRY MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN SUBTHEME THE SOURCE OF ENERGY

(Classroom Action Research to the Student of IV Class of SD Negeri
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ABSTRACT

This Classroom Action Research aims to improve student learning outcomes in subtheme the source of energy by using Guided Inquiry model. The background of this research was the low of student learning outcomes. This research was conducted in three cycles with two learning meetings in each cycle. The phases of this research were planning, implementation, observation and reflection. Instrument used in this research were observation sheet and student learning outcomes evaluation sheet. The result showed that each cycle had improvements in student learning outcomes. The improvements showed in three fields; cognitive, affective and psychomotor. In affective field that includes the disciplined and responsibility students, the disciplined who acquired thoroughness in cycle I were 61% with “low” category, cycle II were 75% with “low” and cycle III were 83% with “good” category and the responsibility who acquired thoroughness in cycle I were 61% with “low” category, cycle II were 77% with “low” and cycle III were 30% with “good” category. In cognitive field, students who acquired thoroughness in cycle I were 58% with “low” category, cycle II were 77% with “enough” category and cycle were III 86% with “good” category. In psychomotor field, students who acquired thoroughness in cycle I were 30% with “low” category, cycle II were 50% with “low” category and cycle III were 83% with “good” category. One of obstacles faced during this research was the time inefficiently spent so that the researcher asked just few questions and got just brief information. The conclusion of this research is that the use of discovery learning model in subtheme the resources of energy of IV Class of SD Negeri Haurgeuliskolot can improve student learning outcomes.

Keyword: Guided Inquiry, Learning Outcomes, Obstacles, Efforts.