

**USE OF MODEL INQUIRY TO IMPROVE STUDENT LEARNING OUTCOMES IN
SUBTEMA OF COOPERATION IN DIVERSITY**

**(Class Action Research for Grade IV Students of Public Elementary Schools Kondang 2
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ABSTRACT

This research was carried out in class IV SDN Kondang 2 which aims to improve student learning outcomes and caring attitudes towards the diversity in diversity subtitles. This research is motivated by the condition of students in grade IV SDN Kondang 2 who lack understanding of learning because teachers often use conventional lectures, whereas with other learning models in particular the inquiry model has never been implemented. This study uses Classroom Action Research (CAR) method using a cycle system consisting of planning, implementation, observation, analysis and reflection. This research was carried out in 3 cycles. In each cycle, learning activities are carried out by applying inquiry learning model consisting of 5 stages: 1. Formulating Problems, 2. Formulating temporary answers (hypotheses), 3. Testing tentative answers, 4. Drawing conclusions, 5 Applying conclusions and generalizations. Evaluation techniques used in this study are test and non-test techniques. Test techniques to determine student learning outcomes, and non-test techniques to determine student inquiry activities and student learning outcomes. The results showed that the use of inquiry learning models can improve student learning outcomes. This can be seen from the value of learning outcomes that have increased from cycle I to cycle III, namely in the first cycle as many as 12 students (42.85%) who reached KKM, cycle II 16 students (57.14%) while the results of cycle III 26 (92.85%) students who have reached the KKM. The conclusions obtained from this study are, that the use of inquiry learning models greatly supports the improvement of student learning outcomes in grade IV elementary school. Thus, the use of inquiry models can be used as a learning model to be applied to learning.

Keywords: Inquiry, Learning Outcomes