**Penggunaan Model Pembelajaran Inquiry Dalam Meningkatkan Hasil Belajar Siswa Pada Subtema Pelestarian Kekayaan Sumber Daya Alam**

**Di Indonesia**

**ABSTRAK**

This research is motivated by researchers untered is researching by using the curriculum applied in school. Last year precisely in 2013, Menteri Pendidikan began to socialize the new curriculum in the academic year 2013/2014. Curriculum 2013 requires teachers to be creative in delivering lessons.

Purpose of this study to dscribe the of learning in SDN Sirnajaya 2 throught the model of inquiry. On learning subtema Pelestaraian Kekayaan Sumber Daya Alam di Indonesia. Research methodsmconducted is classroom action researc (PTK). Which lasted III cycles with the provision of I sycle 2 times learning. Proces research conducted collaboratively between teachers and reseearchers as research partners. Subjects in this study were students of class IV SDN Sirnajaya 2 which amounted to 39 students. Techniques of cellecting observation, tests, questionnaires, and assessment of Rencana Pelaksanaan Pembelajaran (RPP) documents. Types of data in this research is quantitative and qualitative data.

The results of this study indicate an increase in learning outcomes of learners in each cycle. Results study includes into the 3 land that is cognitive, affective (confident, care, responsibility) and psychomotor (communication). In the cognitive Pretest cycle I students who have completed the value of completeness only 20% as much 8 students who have completed the value of completeness 48% as much 19 students and sycle in III students that reaches mastery as much 84% or 33students. assessments *postest* siklus I students who have completed the value of completeness 30% as much 12 students, cycle II students students who have completed the value of completeness 51% as much20 students, and cycle III students who have completed the value of completeness 89% as much 35studentas. Assesments **affective**  (confident, care, responsibility) on cycle I obtain 33%, cycle II managed to gain 56%, on cycle III managed to gain 90%. While **assessment Psychomotor** (communication) in communicating on cycle I psychomotor (communication) managed to gain 41%, on cycle II managed to gain 58%, while oncycle III berhasil managed to gain 94% achieve the value of mstery.