

# **USING GUIDED INQUIRY MODEL TO IMPROVE LEARNING MOTIVATION IN SUBTHEME II KEBERSAMAAN DALAM KEBERAGAMAN**

(A Classroom Action Research at Fourth Grade of SDN Dangdang 02 on  
Kertasari Bandung)

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## **ABSTRACT**

The purpose of this study is increasing student's learning motivation through the use of guided inquiry model in Subtheme II Kebersamaan dalam Keberagaman. This study was included in classroom action research that was done at fourth grade of SDN Dangdang 02, and it was motivated by teachers who only use the lecturing method that do not involve the students in learning process, so the students have less motivation to participate in learning process. This classroom action research used a cycle system, and the cycle that was used by researcher are about 3 cycles. Each cycle consists of planning, acting, observing and reflecting. Then this stage was combined with the learning phase of the guided inquiry model that consisted 6 stages: 1. Orientation; 2. Formulating the problems; 3. Making the temporary answer (hypotheses); 4. Collecting data; 5. Testing the hypotheses; 6. Making the conclusion. The asesment technique that is used in this study was a non-test technique with the form of questionnaire to know how much the students' learning enthusiasm after being taught by the guided inquiry learning model. The results show that the use of guided inquiry learning model can increase students' learning motivation, this can be proven from the increase of their motivation in each cycle. Although from the cycle I the percentage of the high motivation is still small compared with a low motivation that is 48% (less) compared to 52%. At the cycle II, the presentage of high learning motivation has increased from the cycle I, and the presentage is greater than the presentage of students' low learning motivation with the value of 57% (enough) compared to 43%. As for third cycle which is the last cycle, the presentation of learning motivation is accordance with what the researcher wants, with a low presentage of low learning motivation which is very little at 19%. High students presentation have reached about 81% (good). The conclusion obtained from this study is that the use of guided iquiry learning model can support the improvement of students' learning motivation and hopefully the use of this model can be used as an example to create an active and meaningful learning process at school.

**Key Words:** Guided inquiry, Learning Motivation.