

ANALYSIS OF THE USE OF GUIDED INQUIRY LEARNING MODELS TO IMPROVE THE LEARNING OUTCOMES OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This study aims to examine the literature on the relationship between the use of guided inquiry learning models on student learning outcomes. In the learning process, teachers more often use the lecture method which makes students less active. This results in learning in the classroom becoming less attractive, decreasing student interest in learning and many student grades that are below the KBM (Minimum Learning Comprehension). The need for the role of the teacher in choosing the right learning model so that student learning outcomes increase. Based on the background, the researcher formulates problems with the aim of knowing the concept of the guided inquiry model. Data collection is done by collecting related books and journals to be read and studied. The data analysis technique was carried out qualitatively by citing theory and previous research results related to the proposed title. Guided inquiry learning emphasizes students to learn independently, actively and think critically to seek and find their own answers to the problems at hand. The use of guided inquiry models has a significant positive effect on student learning outcomes, an increase in student learning outcomes because in its implementation students are emphasized to think critically. Students are finally able to find out for themselves the concept of the material being studied through inquiry activities which lead to more meaningful learning and increased student learning outcomes. This can be seen from the many theories and results of previous research that support the guided inquiry learning model of student learning outcomes.

Keywords: Guided Inquiry Learning Model, Critical Thinking.