**Penerapan Model Pembelajaran Inkuiri Terbimbing Untuk Meningkatkan Pemahaman Konsep Siswa Pada Tema Indahnya Kebersamaan Subtema Keberagaman Budaya Bangsaku**

(Penelitian Tindakan Kelas Pada Pembelajaran 2 Kelas IV SDN Pulokalapa I Kecamatan Lemahabang Karawang)

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***ABSTRACT***

*This study aims to improve understanding of the concept of the students in the form of learning outcomes, student response, and thematic learning activities in both the sub-theme of my people's diversity, beauty theme of togetherness, both before use and after use of learning resources learning resources. This research is motivated by the lack of response, and understanding of students' activities in receiving teaching materials, as well as the low value of mastery learning students in achieving the minimum completeness criteria (KKM). This was due to lack of attention to teachers Lesson Plan (RPP) to implement the learning in class so no increased atmosphere of active learning, the teaching of teachers only teacher-centered (teacher centered), the use of media that is rarely used to support the discussion of the material so that students in learning indifferent in absorbing the material, and the attitude of students during learning activities lasting less enthusiastic in finding out and knowing the material so that a deepening understanding of the concept of the low. Based on these problems, the implemented action research (PTK), which consists of the second cycle, which is implemented in the fourth grade SDN Pulokalapa I the number of students 27. instruments used are observation, tests, interviews, questionnaires and assessment RPP documents. The results showed an improved understanding of the concept of the students can be seen from the results of learning, student activities and teacher activities. In the first cycle of students who achieve a pretest value of KKM as much as 11.5%. At posttest results of the first cycle that has reached 46.1% KKM and the pretest results of the second cycle, which reached as much as 77.8% KKM while the posttest results of the second cycle students who have achieved as much as 96.3% KKM. Based on the above results it can be concluded that the application of guided inquiry can enhance students' understanding of concepts. Thus this study can be used as an alternative for teachers to conduct classroom activities.*

*Keywords: Concept Understanding, Guided Inquiry, Learning Outcomes*