

**ANALYSIS THE USE OF GUIDED INQUIRY LEARNING MODELS ON
THE CONFIDENCE AND RESPONSIBILITY OF STUDENT IN
LEARNING.**

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ABSTRACT

This study aims to increase students' self-confidence and responsibility in learning by using a guided inquiry learning model. This research is based on the existence of problems regarding the lack of self-confidence and responsibility of students so that it affects the learning outcomes of students. The low self-confidence can be seen from students who do not dare to express opinions, do not dare to ask questions, when the teacher is given an assignment, students do not dare to do assignments on the blackboard Whereas the responsibility of students can be seen from students who do not do daily pickets, do not collect assignments on time, during group work there are some students who do not do so that students only rely on their friends and teachers still use the lecture method, less involving students. directly in the learning process, and do not use varied learning models. In making scientific papers, researchers used a qualitative approach. This type of research is library research or library research. This research was conducted by analyzing several journal articles, both national and international journals. Data collection techniques in this study were carried out by editing, organizing, and finding. By using the guided inquiry learning model there is an increase and a significant effect on self-confidence and responsibility. Through this learning model students become more active and creative because students are required to find or seek answers to a problem that has been given by the teacher, while the teacher only guides students in the right direction. The increase and influence on students' self-confidence and responsibility can be seen from some of the results of previous studies that have been analyzed.

Keyword: confidence, responsible, guided inquiry