**ABSTRACT**

**USING MODEL OF GUIDED LEARNING INQUIRY FOR IMPROVING THE ACTIVITIES AND OUTCOMES LEARNING OF CLASS IV IN ELEMENTARY SCHOOL OF NILEM WITH SUB THEME THE CULTURAL DIVERSITY OF MY NATION**

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This research is set in the learning that is still monotonous and lack of student learning activities that are involve only a few people. Thus affecting the learning outcomes. To overcome these problems, the authors conduct Classroom Action Research (CAR) in order to improve the activity and student learning outcomes in the sub-theme of cultural diversity by applying the guided inquiry learning model on thematic learning. This research consists of several stages. In each of these actions occur repeatedly. This study was conducted in three cycles. Each cycle consisted of observations, preliminary / planning, action, observation and reflection. The subjects were fourth grade students in Elementaray School of Nilem C in 2014/2015, that is amount 29 people and consist of 14 female students and 15 male students. From the research conducted, showed an increase in activity and outcomes at each cycle. In the first cycle, students learning activities reached 71.06% with enough categories. In the second cycle, the percentage of student learning activities increased to 77.89% with great categories. And the third cycle, the percentage of learning activity increased to 83.69% with great categories. While the learning outcomes that include affective domain, in the first cycle reached 67% percent. In the cognitive domain, the percentage reached 51.85%. And the psychomotor domain, the percentage reached 68.75%. In the second cycle, the result of increased student learning. In the affective domain, the percentage increased to 76.5%. While on cognitive domain, the percentage reached 82.14%. In the second cycle, the outcomes of student learning has increased. In the affective domain, the percentage increased to 76.5%. While on cognitive domain, the percentage reached 82.14%. And the psychomotor domain, the percentage reached 80%. In the third cycle, learning outcome has increased significantly . In the affective domain, the percentage is 83.25%. While on cognitive domain, the percentage reached 100%. And the psychomotor domain, the percentage is 82.5%. Thus, it can be concluded that the use of guided inquiry learning model can improve the activity and learning outcomes Elementary School Nilem fourth grade students with the sub-theme on cultural diversity of my Nation.

**Keywords:** *Activity Learning, Learning Outcomes and Guided Inquiry Learning Model*