**THE APPLICATION OF GUIDED INQUIRY LEARNING MODEL TO INCREASE STUDENTS CO-OPERATION AND LEARNING RESULT IN THE LEARNING ABOUT THE VARIETY OF INDONESIAN TRIBES AND CULTURES IN SOCIAL SCIENCE**

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**ABSTRACT**

The research is about the application of guided inquiry learning model which has purposes in increasing the 4th grade student’s co-operation and the learning result of SDN Sukaasih in Pangguh Village of Ibun Subdistrict of Bandung Regency in the learning about the variety of Indonesian tribes and cultures in social science. The obstacles in the learning are the subject source which only depended on the material book, the lack of teacher’s creativities in choosing the learning method and model, and the learning process is teacher centered which there is not any student involved in it that the result is that they are inactive in the subject learning process because they do not interest and motivate in it. The guided inquiry learning model is useful to increase student’s co-operation and the result in the subject learning which leads to achieve the learning purpose. The method used in the research is Research Classroom Assessment, which the research method plan refers to the model developed by Kemmis and Mc Taggart (Arikunto, 2008: 105). The data gained technique used in the research are written test and observation in teacher and students involved. According to the assessment implementation which done in three cycles, all of them shows that there is an increase in the former learning process. The data gained in the first learning implementation plan has score 3.4, the second has score 3.6, and the third has score 3.8. Whereas in the learning implementation, the first cycle has score 3.4, the second has score 3.6, and the third has score 3.8. For the score of the cooperation result in percentage, the first cycle is 40%, the second is 72%, and the third is 92%. For the learning result in percentage, the first cycle is 60%, the second is 68%, and the third is 96%. For the group learning result in percentage, the first cycle is 67.5%, the second is 87.5%, and the third is 97.5%. From those datas, we can conclude that the application of guided inquiry learning model can increase the student’s co-operation and the learning result in the learning about the variety of Indonesian tribes and cultures in social science.

**Keyword**: Guided Inquiry Model, Co-operation and Learning Result