**THE USE OF GUIDED INQUIRY LEARNING MODEL**

**TO IMPROVE THE ATTITUDE OF CONFIDENCE AND STUDENT LEARNING OUTCOMES IN SOCIAL SCIENCE SUBJECTS OF ETHNIC AND CULTUR DIVERSITY**

**By**

**Popy Pandiana**

**115060219**

**ABSTRACT**

This Clasroom Action Research (CAR) conducted with the aim to foster selfconfidence and student learning outcomes in social studies standards of competence 1. Understanding the history, natural features and diversity of ethnic groups in the nighborhood district/city,province Kompetensi Basic 1.4 Appreciates the diversity of peoples and cultur of the local district/city ,province of elementary schools especially in class IV. This research will be based in the background by the results of problems with observation in class IV SDN Batukarut 02 Sub Arjasari Bandung District that portaying a lack of confidence in learning attituede everyday that cause learners that are less conducive to learning and encouraged a teacher so resulted in lack of results of the study are in accordance with the Minimum Completeness Criteria (MCC) . The authors apply the guided inquiry learning model with the hope to cultivate an atittude of confidence and student learning outcomes as the impact. Research subjects are students in grade IV SDN Batukarut 02 Sub Arjasari Bandung District amounted to 30 students. Data collection tools such as pretest and posttest related to ethnic and cultural diversity, student worksheets and interview students. Data calculation is done by calculating the result of the test and the value of the affective. The results showed that the application of guided inquiry learning model in cycle I, pretest gained an average of 59, the percentage of completeness postest gained 16.66% on average 67.5 precentage of completeness postest gained 60 % the next cycle II pretest average gained 69 precentage of 70% on average posttest gain mastery 86.16 precentage of 100%. The conclusion from this study is the applications of guided inquiry learning model is able to cultivate an attitude of confidence and student learning outcomes. Thus the use of the model can be used as an alternative learning models to be implemented in all Primery School Teaching.