

ABSTRAK

HERLOPEN TAMBA. NIM. 8126176012. Efek Model Pembelajaran Inkuiri Terbimbing berbasis Kolaboratif Dan Pemahaman Konsep Terhadap Keterampilan Proses Sains Fisika Siswa SMP. Tesis. Medan. 2015: Program Studi Pendidikan Fisika Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan: (1) untuk mengetahui keterampilan proses sains siswa yang diajarkan dengan model pembelajaran inkuiri terbimbing berbasis kolaboratif lebih baik dibandingkan dengan model *Direct Instructional* (DI). (2) untuk mengetahui keterampilan proses sains siswa yang memiliki kemampuan pemahaman konsep tinggi lebih baik dibandingkan siswa yang memiliki pemahaman konsep rendah. (3) untuk mengetahui interaksi antara model pembelajaran Inkuiri terbimbing berbasis kolaboratif dan model pembelajaran *Direct Instructional* (DI) dan kemampuan pemahaman konsep terhadap keterampilan proses sains siswa. Sampel diambil dengan menggunakan *cluster random sampling* dimana kelas VIII-2 sebagai kelas eksperimen diajarkan dengan model inkuiri terbimbing berbasis kolaboratif dan kelas VIII-3 sebagai kelas kontrol diajarkan dengan model pembelajaran *Direct Instruction* (DI). Instrumen yang digunakan dalam penelitian ini adalah tes keterampilan proses sains dan pemahaman konsep. Dari hasil penelitian dapat disimpulkan bahwa: (1) keterampilan proses sains siswa yang diajarkan dengan menggunakan model inkuiri terbimbing berbasis kolaboratif lebih baik dibandingkan dengan menggunakan model *Direct Instruction* (DI). (2) keterampilan proses sains siswa yang memiliki pemahaman konsep tinggi lebih baik dibandingkan dengan siswa yang memiliki pemahaman konsep rendah. (3) Terdapat interaksi antara model inkuiri terbimbing berbasis kolaboratif dan pemahaman konsep terhadap keterampilan proses sains siswa dimana model inkuiri terbimbing berbasis kolaboratif ini lebih baik diterapkan pada siswa yang memiliki pemahaman konsep tinggi.

Kata kunci : model pembelajaran, kolaboratif, pemahaman konsep, keterampilan proses sains.

ABSTRACT

HERLOPEN TAMBA. NIM: 8126176012. The Effect of Teaching Model Guided Inquiry-based Collaborative and Understanding of Concepts Physical Science Process Skills in Junior High School. A Thesis. Physical Education Studies. Study Program. Postgraduate, State University of Medan 2015.

The objectives of this study were to: (1) to know the science process skills that students are taught with guided inquiry learning model-based collaborative better than the models Direct Instructional (DI) (2) to know the science process skills of students who have the ability to better understanding of the concept of higher than students who have an understanding of the concept is low and (3) to understand the interaction between the model-based guided inquiry learning and collaborative learning model Direct Instructional (DI) and the ability of understanding the concept of the science process skills of students. Samples were taken by using cluster random sampling where the class VIII-2 as the experimental class taught by guided inquiry-based collaborative models and VIII-3 as the control class taught by teaching model Direct Instruction (DI). The instrument that used in this study is test science process skills and understanding of concepts. The result of the findings can be concluded that: (1) science process skills students are taught using a model-based guided inquiry collaborative better than using models Direct Instruction (DI), (2) science process skills of students who have a better understanding of the concept of higher than student who have an understanding of the concept of low. (3) There is an interaction between guided inquiry-based collaborative models and understanding the concept of the science process skills of student where guided inquiry-based collaborative models is better applied to students who have a high understanding of concept.

Keywords: Teaching model, collaborative, understanding concepts, science skills process.