ABSTRAK

SELLY IRWARDHANI (NIM: 8136176038). Pengaruh Model Pembelajaran Inkuiri Terbimbing Dan Kreativitas Terhadap Keterampilan Proses Sains Siswa. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan untuk menganalisis perbedaan keterampilan proses sains siswa pada model pembelajaran inkuiri terbimbing dan pembelajaran konvensional, perbedaan keterampilan proses sains siswa antara siswa yang memiliki kreativitas tinggi dan siswa yang memiliki kreativitas rendah, serta interaksi antara model pembelajaran dengan kreativitas dalam mempengaruhi keterampilan proses sains siswa.

Penelitian ini merupakan penelitian quasi eksperimen. Pemilihan sampel dilakukan dengan teknik cluster random sampling sebanyak dua kelas, dimana kelas pertama diajarkan dengan model pembelajaran inkuiri terbimbing dan kelas kedua dengan pembelajaran konvensional. Instrumen yang digunakan terdiri dari tes keterampilan proses sains dan tes kreativitas. Data dalam penelitian ini dianalisis dengan menggunakan anava dua jalur.

Hasil penelitian menunjukkan bahwa keterampilan proses sains siswa yang menggunakan model pembelajaran inkuiri terbimbing lebih baik dibandingkan dengan pembelajaran konvensional, keterampilan proses sains siswa dengan kreativitas tinggi menunjukkan perbedaan dan hasil yang lebih baik dari pada siswa dengan kreativitas rendah, serta terdapat interaksi antara model pembelajaran inkuiri terbimbing dan kreativitas dalam mempengaruhi keterampilan proses sains siswa.

Kata Kunci: Model Pembelajaran Inkuiri Terbimbing, Kreativitas, Keterampilan Proses Sains.

ABSTRACT

SELLY IRWARDHANI (NIM: 8136176038). The Effect of Problem Guided Inquiry Learning Model and Creativity Against Students Science Process Skills of Physic In Vocational School . Thesis. Medan: Post Graduate Program, State University of Medan, 2015.

This research is a quasi experimental. Sample selection is done by cluster random sampling two classes, which are taught by first class guided inquiry learning model and the second class with conventional learning. The instrument used consisted of the science process skills test and a test of creativity. The data were analyzed using ANOVA two lanes.

The aims of this research were to analyze the differences of student's 'science process skills by using problem inquiry learning model and conventional learning, the differences of student's science process skills of students who have high creativity and students who have low creativity, as well as the interaction between learning model with creativity in influencing the science process skills of students This research was a quasi-experimental research. The sample in this research was conducted by cluster random sampling of two classes, which the first class, as experiment class, was taught with class guided inquiry learning model and the second class with conventional learning science process skills test and a test of creativity. The data were analyzed using ANOVA two lanes.

The results showed that the science process skills of students who use guided inquiry learning model is better than the conventional learning, science process skills of students with high creativity shows the difference and better results than the students with low creativity, and there is interaction between guided inquiry learning model and creativity in influencing the science process skills of students.

Keyword :   Guided Inquiry Learning Model, Creativity, Science Process Skills