

## ABSTRAK

**Maria Ulfah Handayani.** Pengaruh Model Pembelajaran *Scientific Inquiry* terhadap Keterampilan Proses Sains dan *Self - Efficacy* Siswa pada Materi Fluida Statis

Pembelajaran di SMA Al- Azhar cenderung bersifat konvensional dimana pembelajaran masih berpusat pada guru dan siswa jarang melakukan eksperimen. Hal ini menyebabkan siswa kurang minat dalam belajar fisika, untuk mengatasi masalah di atas perlu dilakukan penelitian terkait metode yang tepat untuk diterapkan.

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh model pembelajaran *scientific inquiry* terhadap keterampilan proses sains dan *self - efficacy* siswa pada materi fluida statis. Penelitian ini merupakan penelitian kuasi eksperimen. Populasi penelitian ini adalah semua siswa kelas XI SMA Swasta Al - Azhar Medan T.P. 2017/2018 yang terdiri atas 5 kelas. Pemilihan sampel dua kelas dilakukan dengan menggunakan teknik cluster random sampling. Instrumen terdiri dari tes keterampilan proses sains dan tes *self - efficacy* yang dilengkapi dengan observasi. Data dalam penelitian ini dianalisis dengan menggunakan uji independent sample t-test. Data hasil penelitian mendapatkan nilai rata - rata postes keterampilan proses sains menggunakan model pembelajaran *scientific inquiry* sebesar 75,52 dan rata - rata postes kelas kontrol 57,28. Nilai rata - rata postes *self - efficacy* siswa yang menggunakan model pembelajaran *scientific inquiry* sebesar 78,64 dan rata - rata postes kelas kontrol 66,28. Dari hasil tersebut dapat disimpulkan bahwa keterampilan proses sains siswa yang diajar menggunakan model pembelajaran *scientific inquiry* lebih baik daripada pembelajaran konvensional. *Self - efficacy* siswa yang diajar menggunakan model pembelajaran *scientific inquiry* lebih baik daripada pembelajaran konvensional.

Kata kunci:., *keterampilan proses sains, self - efficacy.*



## ABSTRACT

**Maria Ulfah Handayani.** The Effect of Scientific Inquiry Learning Model for Student's Science Process Skill and Self Efficacy in The Static Fluid Subject

Learning in Al- Azhar High School tends to be conventional where learning is still teacher center and students rarely conduct experiments. This causes students to lack interest in physics, to overcome the above problems, it is necessary to conduct research related to the right method to be applied.

This research aimed to know the effect of scientific inquiry learning model for student's science process skill and self efficacy in the static fluid subject. This research was a quasi experiment research. The population was all students of class XI IA - C SMA Swasta Al- Azhar Medan academic year 2017/2018 which consist five classes. The sample selection was done by using cluster random sampling technique of two classes. The first class was the class XI IA - C as an experimental class taught with scientific inquiry learning model and the second class was class XI IA - B as a control class taught by conventional learning. The instruments consisted of a science process skill test and an self - efficacy test with observation. The data in this research were analyzed by using independent sample t-test. The research data obtained the average posttest of science process skill using the scientific inquiry learning model of 75.52 and control class posttest average of 57.28. The average value of posttest self- efficacy of students who use the scientific inquiry model is 78.64 and the control posttest average is 66.28. The results showed that science process skill of students who were taught using scientific inquiry learning model better than conventional learning. The self - efficacy of students who were taught using scientific inquiry learning model better than conventional learning.

Keywords: *science process skill, self - efficacy.*

