

ABSTRAK

Rizqi Yusriana. “Efek Model Pembelajaran Inkuiri Terbimbing Terhadap Keterampilan Proses Sains Dan Kemampuan Kognitif Siswa Tentang Siklus Air Di Sekolah Dasar”. Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2019.

Proses pembelajaran IPA menekankan pada pemberian pengalaman langsung bagi siswa. Dalam belajar IPA diperlukan keterampilan proses sains, yang melibatkan proses mental dan kognitif. Penelitian ini bertujuan untuk mengetahui efek model pembelajaran inkuiri terbimbing terhadap keterampilan proses sains dan kemampuan kognitif siswa SD. Penelitian ini merupakan penelitian *quasi eksperiment* dengan *two group pretest-posttest design*. Populasi penelitian ini adalah seluruh siswa kelas V SD Negeri 106205 Pasar Baru yang terdiri dari dua kelas. Dilaksanakan pada semester genap tahun ajaran 2018/2019. Pemilihan sampel menggunakan teknik *total sampling*. Instrumen penelitian ini merupakan tes keterampilan proses sains dan tes kemampuan kognitif berupa tes pilihan ganda masing-masing berjumlah 20 soal yang telah dinyatakan valid oleh tim ahli. Data dianalisis menggunakan uji-t dengan taraf signifikan $\alpha = 0,05$. Hasil penelitian menunjukkan rerata nilai keterampilan proses sains kelas inkuiri terbimbing sebesar 75,71 dan kelas konvensional sebesar 64,28. Nilai rerata kemampuan kognitif siswa kelas inkuiri terbimbing sebesar 76,42 dan kelas konvensional sebesar 65,17. Dapat disimpulkan bahwa keterampilan proses sains dan kemampuan kognitif siswa yang diajar dengan model pembelajaran inkuiri terbimbing lebih baik daripada keterampilan proses sains dan kemampuan kognitif siswa yang diajar dengan pembelajaran konvensional.

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



ABSTRACT

Rizqi Yusriana. “The Effect Of Guided Inquiry Learning Models on Student’s Science Process Skills and Cognitive Ability About the Water Cycle in Elementary School”. Postgraduate Basic Education Study Program, Universitas Negeri Medan, 2019.

The science learning process emphasizes giving direct experience to students. In learning science, requires science process skills, which involve mental and cognitive processes. This study aims to analyze the effect of guided inquiry learning models on science process skills and cognitive abilities of elementary students. This study was a quasi-experimental study with two group pretest-posttest designs. The population of this study was all fifth-grade students of SD Negeri 106205 Pasar Baru that consisting two classes. Performed in the second semester of the 2018/2019. The sample selection uses total sampling technique. The instrument of this study was a science process skill test and cognitive ability tests in the form of multiple choice tests each consisted of 20 questions which were declared valid by the expert team. The data were analyzed using a t-test with a significance level of $\alpha = 0.05$. The results showed the average value of science process skills guided inquiry class of 75.71 and conventional classes of 64.28. The average value of cognitive abilities of the guided inquiry class is 76.42 and the conventional class is 65.17. The conclusion is that science process skills and cognitive abilities of students taught with guided inquiry learning models are better than science process skills and cognitive abilities of students who are taught with conventional learning.

Keywords : *Guided Inquiry Learning, Science Process Skills, Cognitive Ability*

