

**EFEK MODEL PEMBELAJARAN *SCIENTIFIC INQUIRY*  
MENGUNAKAN *MIND MAPPING* DAN KEMAMPUAN  
BERPIKIR KREATIF TERHADAP KETERAMPILAN  
PROSES SAINS SISWA SMP**

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**Abstrak.** Penelitian ini bertujuan untuk mengetahui (1) pengaruh keterampilan proses sains siswa yang dibelajarkan dengan model pembelajaran *scientific inquiry* menggunakan *mind mapping* dan yang diajarkan dengan pembelajaran konvensional, (2) pengaruh keterampilan proses sains yang memiliki kemampuan berpikir kreatif dengan model *scientific inquiry* menggunakan *mind mapping* dan yang memiliki kemampuan berpikir kreatif dengan pembelajaran konvensional, (3) interaksi model *scientific inquiry* menggunakan *mind mapping* dengan kemampuan berpikir kreatif siswa dalam meningkatkan keterampilan proses sains. Penelitian yang dilakukan secara quasi eksperimen ini dilakukan pada siswa kelas VIII pada mata pelajaran IPA SMP Swasta Tunas Harapan Sayurimatinggi sebagai populasi dan terpilih dua kelas secara *cluster random sampling*. Instrumen yang digunakan adalah tes uraian berbasis keterampilan proses sains dan kemampuan berpikir kreatif yang telah divalidasi oleh dua orang ahli. Data yang dihasilkan dianalisis menggunakan ANAVA dua jalur. Hasil penelitian ini menunjukkan : (1) keterampilan proses sains siswa menggunakan model pembelajaran *scientific inquiry* menggunakan *mind mapping* lebih baik daripada pembelajaran konvensional, (2) keterampilan proses sains siswa yang memiliki kemampuan berpikir kreatif di atas rata-rata lebih baik daripada siswa dengan kemampuan berpikir kreatif di bawah rata-rata, (3) terdapat interaksi model pembelajaran *scientific inquiry* menggunakan *mind mapping* dan kemampuan berpikir kreatif terhadap keterampilan proses sains, dimana interaksi pada kelompok siswa dengan kemampuan berpikir kreatif di atas rata-rata lebih baik daripada siswa dengan kemampuan berpikir kreatif di bawah rata-rata

*Kata Kunci:* *scientific inquiry*, kemampuan berpikir kreatif, keterampilan proses sains

# THE EFFECT OF MODEL SCIENTIFIC INQUIRY LEARNING USING MIND MAPPING AND CREATIVE THINKING SKILLS TOWARD STUDENT'S SCIENCE PROCESS SKILLS

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**Abstract.** This study aims to determine (1) the effect of science process skills of students who are taught by the scientific inquiry learning model using mind mapping and those taught with conventional learning, (2) the effect of science process skills that have creative thinking skills with the scientific inquiry model using mind mapping and who have the ability to think creatively with conventional learning, (3) the interaction of the scientific inquiry model using mind mapping with students' creative thinking skills in improving science process skills. This quasi-experimental study was conducted on class VIII students in the Science subject of Tunas Harapan Sayurmatangi. Private Middle School as a population and two classes were selected by cluster random sampling. The instrument used was a description test based on science process skills and creative thinking skills that had been validated by two experts. The resulting data was analyzed using two-way ANAVA. The results of this study indicate: (1) the science process skills of students using the learning model scientific inquiry using mind mapping is better than conventional learning, (2) science process skills students who have creative thinking abilities above average are better than students with thinking skills creative below the average, (3) there is interaction of the scientific inquiry learning model using mind mapping and the ability to think creatively towards science process skills, where interactions in groups of students with creative thinking abilities are above average better than students with creative thinking skills below average

Keywords: scientific inquiry, creative thinking skills, science process skills