ABSTRAK

Serli Margarettha Br Ginting, NIM 4183131042 (2018). Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Peningkatan Hasil Belajar dan Keterampilan Proses Sains Siswa pada Materi Bentuk Molekul dan Kepolaran Senyawa Kovalen

Penelitian ini bertujuan untuk mengetahui perbedaan peningkatan hasil belajar dan keterampilan proses sains siswa pada materi bentuk molekul dan kepolaran senyawa kovalen serta untuk mengetahui apakah terdapat korelasi yang signifikan antara peningkatan hasil belajar dengan peningkatan keterampilan proses sains siswa. Metode penelitian yang digunakan adalah *quasi experimental*. Sampel dari penelitian ini terdiri dari dua kelas yaitu kelas eksperimen yang dibelajarkan menggunakan model inkuiri terbimbing dan kelas kontrol yang dibelajarkan dengan model pembelajaran konvensional, masing-masing kelas berjumlah 30 siswa. Hasil analisis data menunjukkan rata-rata gain hasil belajar siswa menggunakan model inkuiri terbimbing (0,789) memiliki perbedaan dengan rata-rata gain hasil belajar siswa yang dibelajarkan dengan model pembelajaran konvensional (0,722) dan rata-rata gain keterampilan proses sains menggunakan model inkuiri terbimbing (0,840) memiliki perbedaan dengan rata-rata keterampilan proses sains menggunakan model pembelajaran konvensional (0,640). Hasil hipotesis dengan menggunakan uji independent samples test dimana nilai *sig. (2-tailed)* < 0,05 untuk hasil belajar dan keterampilan proses sains siswa sehingga dalam penelitian ini hipotesis nihil (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Dengan demikian, diperoleh bahwa ada perbedaan peningkatan hasil belajar dan keterampilan proses sains siswa yang dibelajarkan menggunakan model pembelajaran ikuiri terbimbing dan model pembelajaran konvensional. Hasil uji korelalsi menunjukkan nilai.*sig (2-tailed)* sebesar 0,000 atau nilai.*sig (2-tailed)* < 0,05. Dengan demikian dapat disimpulkan bahwa terdapat korelasi yang signifikan antara peningkatan hasil belajar dan keterampilan proses sains siswa.

Kata kunci : Inkuiri Terbimbing, Hasil Belajar, Keterampilan Proses Sains, Bentuk Molekul, Kepolaran Senyawa Kovalen

ABSTRACT

Serli Margarettha Br Ginting, NIM 4183131042 (2018). The Effect of Guided Inquiry Learning Model on Improving Students' Learning Outcomes and Science Process Skills on Molecular Form and Polarity of Covalent Compounds

This study aims to determine the differences in the improvement of student learning outcomes and science process skills on molecular form and polarity of covalent compounds and to determine whether there is a significant correlation between improving learning outcomes and increasing students' science process skills. The research method used is quasi-experimental. The sample of this study consisted of two classes, namely the experimental class which was taught using the guided inquiry model and the control class which was taught using the conventional learning model, each class consisted of 30 students. The results of data analysis show that the average gain in student learning outcomes using the guided inquiry model (0.789) has a difference with the average gain in student learning outcomes taught using the conventional learning model (0.722) and the average gain in science process skills using the guided inquiry model (0.840) has a difference with the average science process skills using conventional learning models (0.640). The results of the hypothesis by using the independent samples test where the value of sig. (2-tailed) <0.05 for student learning outcomes and science process skills so that in this study the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, it was found that there were differences in the improvement of student learning outcomes and science process skills who were taught using the guided inquiry learning model and the conventional learning model. The results of the correlation test showed that the value of sig (2-tailed) was 0.000 or the value of .sig (2-tailed) < 0.05. Thus, it can be concluded that there is a significant correlation between the increase in learning outcomes and students' science process skills.

Keywords: Guided Inquiry, Learning Outcomes, Science Process Skills, Molecular Form, Polarity of Covalent Compounds