ABSTRAK

Sri Mila Susilawati, NIM 8136176043. Efek Model Pembelajaran *Inquiry Training* dan Pemahaman Konsep Awal Terhadap Keterampilan Proses Sains Siswa Kelas X pada SMA Negeri 1 Kuta Cane Tahun Ajaran 2015/2016., Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan : (1) untuk mengetahui perbedaan keterampilan proses sains siswa dengan penerapan model pembelajaran *inquiry training* dan model pembelajaran *direct instruction*., (2) untuk mengetahui perbedaan keterampilan proses sains siswa yang memiliki pemahaman konsep awal tinggi dan pemahaman konsep awal rendah, (3) untuk mengetahui interaksi antara model pembelajaran *inquiry training* dan pemahaman konsep awal terhadap keterampilan proses sains siswa. Sampel diambil dengan menggunakan *cluster random sampling* dimana kelas pertama diterapkan model pembelajaran *inquiry training* dan kelas kedua sebagai kelas kontrol diterapkan model pembelajaran *direct instruction*. Instrumen yang digunakan dalam penelitian ini adalah instrumen pemahaman konsep awal yang terdiri dari 10 pertanyaan dan instrumen hasil belajar fisika terdiri dari 10 pertanyaan.yang dinyatakan valid dan reliabel. Hasil penelitian menunjukkan bahwa : (1) keterampilan proses sains siswa yang diberikan model pembelajaran *inquiry training* lebih baik dibandingkan model pembelajaran *direct instruction*; (2) keterampilan proses sains siswa yang memiliki pemahaman konsep awal tinggi lebih baik dibandingkan siswa yang memiliki pemahaman konsep awal rendah; (3) terdapat interaksi antara model pembelajaran *inquiry training* dan pemahaman konsep awal terhadap keterampilan proses sains siswa.

Kata kunci: *inquiry training*, pemahaman konsep awal, keterampilan proses sains

ABSTRACT

Sri Mila Susilawati, NIM. 8136176043. The Effect of Inquiry Training Instructional Models and Preliminary Concepts Understanding Toward Students Sains Process Skill Grade X Senior High School Country of 1 Kuta Cane Academic in 2015/2016, Academic Year Postgraduate School of the State University Of Medan, 2015.

This research aims : (1) to explain the students sains process skill who applied inquiry training instructional models better than direct instruction models, (2) to explain the students sains process skill who have high preliminary concepts understanding better than students who have low preliminary concepts understanding, (3) to explain the interaction between inquiry training instructional models toward students sains process skill. The sample was taken using cluster random sampling which the first class as experiment class applied inquiry training learning models and the second class as control class applied direct instruction models. The instruments used in this research are preliminary concepts understanding instrument consist of 10 questions and students sains process skill instrument consist of 10 questions stated valid and reliable. The results of research are : (1) the students sains process skill who applied inquiry training instructional models better than direct instruction models; (2) the students sains process skill who have a high preliminary concepts understanding better than students who have low preliminary concepts understanding, (3) there was interaction between inquiry training instructional models and preliminary concepts understanding toward students sains process skill.

Keyword: *Inquiry training*, Instructional Models and Preliminary Concepts Understanding.