

ABSTRAK

Ruth Purnamasari Sigalingging (NIM: 8136176036) “Efek Model Pembelajaran *Guided Inquiry* Berbasis Peta Konsep dan Motivasi Terhadap Hasil Belajar Kognitif Fisika SMA”.

Penelitian ini bertujuan untuk: mengetahui perbedaan hasil belajar kognitif fisika yang menggunakan model pembelajaran *Guided Inquiry* berbasis peta konsep dengan model pembelajaran konvensional, perbedaan hasil belajar kognitif fisika antara siswa yang mempunyai motivasi belajar di atas rata – rata dengan siswa yang mempunyai motivasi di bawah rata – rata, dan interaksi antara model pembelajaran *Guided Inquiry* berbasis peta konsep dan model pembelajaran konvensional dengan motivasi dalam meningkatkan hasil belajar kognitif fisika. Jenis penelitian ini berupa quasi eksperimen dengan desain control group pretest-postes menggunakan ANAVA dua jalur. Hasil penelitian yaitu : model pembelajaran *Guided Inquiry* berbasis peta konsep lebih baik daripada model pembelajaran konvensional, hasil belajar fisika siswa yang mempunyai motivasi belajar di atas rata – rata lebih baik dibanding dengan siswa yang mempunyai motivasi belajar di bawah rata – rata. dan interaksi antara model pembelajaran *Guided Inquiry* berbasis peta konsep dan model pembelajaran konvensional dengan motivasi dalam meningkatkan hasil belajar kognitif.

Kata Kunci: model pembelajaran, *Guided Inquiry*, peta konsep, motivasi belajar, hasil belajar kognitif

ABSTRACT

Ruth Purnamasari Sigalingging (NIM: 8136176036) "The Effects of *Guided Inquiry Learning Model Based on Concept Mapping and Motivation Toward Cognitive Learning Outcomes of students Physic* " .

This study aims to analyze the difference between the cognitive learning outcomes of students physic who are taught by *Guided Inquiry* learning model based on the concept mapping and conventional learning model, the difference between the cognitive learning outcomes who have the motivation to learn at above average and below average, the interaction between *Guided Inquiry* learning model based on the concept mapping and conventional learning models with motivation in improving the cognitive learning outcomes. These research was a quasi experimental with control pretest-posttest design using ANAVA two ways. This research outcomes to : *Guided Inquiry* learning model based on concept mapping was better than conventional learning models, learning outcomes of students physic who get motivation to learn above average was better than below average, There were an interaction between *Guided Inquiry* learning model based on the concept mapping and conventional learning models with motivation in improving the cognitive learning outcomes.

Keywords : learning model , *Guided Inquiry*, concept mapping , motivation , cognitive learning outcomes