ABSTRAK

Berliana E Simaremare NIM 4202431003 (2024), Pengaruh Model Pembelajaran Inkuiri Terbimbing Berbantuan Media Lectora Inspire Terhadap Kemampuan Hot Literasi Siswa Pada Materi Asam Basa

Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar dan ranah kognitif yang paling terkembang melalui model inkuiri terbimbing lebih tinggi daripada model konvensional pada materi asam basa. Populasi penelitian adalah seluruh siswa kelas XI SMA N 11 Medan. Pengambilan sampel dilakukan dengan teknik pengambilan sampel random sampling. Sampel dalam penelitian ini terdiri dari dua. Kelas eksperimen dibelajarkan dengan menerapkan model pembelajaran inkuiri terbimbing berbantuan media *lectora inspire* dan kelas kontrol dengan model konvensional. Instrumen yang digunakan berupa tes kemampuan *HOTS* Literasi yang telah divalidasi dalam bentuk pilihan berganda sebanyak 20 soal dengan memenuhi syarat validasi isi, tingkat, kesukaran, daya beda dan reabilitas, dimana diperoleh rhitung > rtabel yaitu 0,784 > 0,444. Sehingga dapat disimpulkan bahwa soal tersebut reliabel. Data *pretes*t dan *postest* serta peningkatan kemampuan *HOTS* Literasi yang diperoleh kedua kelompok sampel homogen dan terdistribusi normal. Adapun hasil perolehan rata-rata nilai peningkatan kemampuan *HOTS* literasi siswa (gain) pada kelas eksperimen adalah sebesar 0,61 (61%) sedangkan peningkatan kemampuan *HOTS* Literasi siswa (gain) pada kelas kontrol adalah sebesar 0,33 (33%).Untuk menarik kesimpulan maka dilakukan Uji hipotesis menggunakan uji t-satu pihak yaitu t pihak kanan pada taraf signifikasi 5% (= 0,05), diperoleh bahwa $t_{hitung} > t_{tabel}$ (3,26 >2,00) sehingga Ha diterima dan Ho ditolak. Dengan demikian peningkatan kemampuan *HOTS* literasi siswa yang diberikan model pembelajaran inkuiri terbimbing berbantuan media *lectora inspire* lebih tinggi dibandingkan dengan pembelajaran konvensional. Pada kelas eksperimen dari C4 (Analisis) pencapaian nya sebesar 57% pada C5 (Sintesis) diperoleh 76% dan pada C6 (Evaluasi) diperoleh pencapaian nya sebesar 30%. Dari data tersebut, dapat disimpulkan bahwa ranah kognitif yang paling terkembang pada kelas eksperimen yang di belajarkan dengan model inkuiri terbimbing berbantuan *lectora inspire* pada materi asam basa adalah ranah kognitif C5 (sintesis) sebesar 76%.

Kata Kunci : Inkuiri Terbimbing, Media *Lectora Inspire*, *HOTS* Literasi

ABSTRACT

Berliana E Simaremare NIM 4202431003 (2024), The Influence of the Guided Inquiry Learning Model Assisted by Lectora Inspire Media on Students' Hot Literacy Ability in Acid-Base Material

This research aims to find out whether the increase in learning outcomes and the most developed cognitive domain through the guided inquiry model is higher than the conventional model in acid-base material. The research population was all class XI students of SMA N 11 Medan. Sampling was carried out using random sampling techniques. The sample in this study consisted of two, namely the experimental class taught by applying the guided inquiry learning model assisted by Lectora Inspire media and the control class using the conventional model. The instrument used is a *HOTS* Literacy ability test which has been validated in the form of multiple choice with 20 questions that fulfill the validation requirements for content, level, difficulty, differentiation and reliability, where rcount > rtable is obtained, namely 0.784 > 0.444. So it can be concluded that the question is reliable. The pretest and posttest data as well as the increase in *HOTS* Literacy abilities obtained by the two sample groups were homogeneous and normally distributed. The average result of increasing student *HOTS* literacy ability (gain) in the experimental class was 0.61 (61%) while the increase in student *HOTS* literacy ability (gain) in the control class was 0.33 (33%). To draw a conclusion, a hypothesis test was carried out using a one-sided t-test, namely right-sided t at a significance level of 5% (= 0.05), it was found that t_count > t_table (3.26 > 2.00) so that Ha was accepted and Ho was rejected. Thus, the increase in students' *HOTS* literacy skills given the guided inquiry learning model assisted by Lectora Inspire media is higher compared to conventional learning. In the experimental class from C4 (Analysis) the achievement was 57%, in C5 (Synthesis) the achievement was 76% and in C6 (Evaluation) the achievement was 30%. From these data, it can be concluded that the most developed cognitive domain in the experimental class which was taught using the guided inquiry model assisted by Lectora Inspire on acid-base material was the cognitive domain C5 (synthesis) at 76%.

Keywords: Guided Inquiry, Media Lectora Inspire, *HOTS* Literacy