

## ABSTRAK

**Fytry Vebiola Marpaung, NIM 4203351012 (2020), Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Hasil Belajar Pada Materi Struktur dan Fungsi Tumbuhan di Kelas VIII SMP Negeri 12 Medan.**

Hasil belajar yang baik yang baik adalah indikator keberhasilan pembelajaran. Namun, penggunaan model pembelajaran konvensional oleh guru sering menyebabkan kejenuhan dan menurunkan keaktifan siswa, yang berdampak negatif pada hasil belajar. Penelitian ini bertujuan untuk mengatasi masalah tersebut dengan menerapkan model pembelajaran inkuiri terbimbing pada materi struktur dan fungsi tumbuhan. Tujuan penelitian adalah (1) mengetahui pengaruh model inkuiri terbimbing terhadap hasil belajar siswa dan (2) mengetahui korelasi positif antara aktivitas belajar siswa dengan peningkatan hasil belajar. Populasi penelitian terdiri dari 9 kelas VIII, dengan sampel diambil secara *purposive* dari dua kelas: kelas eksperimen (VIII-1) yang menggunakan model inkuiri terbimbing dan kelas kontrol (VIII-2) yang menggunakan model konvensional. Data dikumpulkan melalui observasi, wawancara, tes, angket, dan dokumentasi. Hasil menunjukkan bahwa nilai rata-rata *pretest* kelas eksperimen adalah 44,44 dan *posttest* 83,06, sedangkan kelas kontrol memiliki nilai *pretest* 45,41 dan *posttest* 74,22. Uji hipotesis menunjukkan  $t_{hitung} = 4,66 > t_{tabel} = 1,99$ , sehingga  $H_a$  diterima dan  $H_0$  ditolak. Analisis N-gain menunjukkan peningkatan 69% pada kelas eksperimen dan 52% pada kelas kontrol. Aktivitas belajar siswa diukur melalui angket dan observasi dengan nilai rata-rata yang meningkat. Korelasi antara (angket dan observasi) aktivitas belajar dan hasil belajar menunjukkan  $r_{hitung} > r_{tabel}$  ( $0,55 > 0,29$  dan  $0,66 > 0,29$ ), sehingga  $H_a$  diterima dan  $H_0$  ditolak. Kesimpulan penelitian adalah bahwa model pembelajaran inkuiri terbimbing berpengaruh positif terhadap hasil belajar siswa dan terdapat korelasi antara aktivitas belajar dengan peningkatan hasil belajar.

**Kata Kunci : Hasil Belajar, Aktivitas Belajar, Model Pembelajaran Inkuiri Terbimbing, Struktur dan Fungsi Tumbuhan.**

## ABSTRACT

**Fytry Vebiola Marpaung, NIM 4203351012 (2020), *The Influence of Guided Inquiry Learning Model on Learning Outcomes in the Material of Plant Structure and Function in Class 8<sup>th</sup> Grade Students of SMP Negeri 12 Medan***

*Student learning outcomes are an indicator of successful learning. However, the use of conventional learning models by teachers often causes boredom and reduces student activity, which has a negative impact on learning outcomes. This study aims to overcome this problem by applying a guided inquiry learning model to the material of plant structure and function. The objectives of the study were (1) to determine the effect of the guided inquiry model on student learning outcomes and (2) to determine the positive correlation between student learning activities and increased learning outcomes. The study population consisted of 9 classes VIII, with samples taken purposively from two classes: the experimental class (VIII-1) which used the guided inquiry model and the control class (VIII-2) which used the conventional model. Data were collected through observation, interviews, tests, questionnaires, and documentation. The results showed that the average pretest score of the experimental class was 44.44 and the posttest was 83.06, while the control class had a pretest score of 45.41 and a posttest of 74.22. Hypothesis testing showed that  $t_{value} = 4.66 > t_{table} = 1.99$ , so  $H_a$  was accepted and  $H_0$  was rejected. N-gain analysis showed an increase of 69% in the experimental class and 52% in the control class. Student learning activities were measured through questionnaires and observations with increasing average values. The correlation between (questionnaire and observation) learning activities and learning outcomes showed  $r_{value} > r_{table}$  ( $0.55 > 0.29$  and  $0.66 > 0.29$ ), so  $H_a$  was accepted and  $H_0$  was rejected. The conclusion of the study is that the guided inquiry learning model has a positive effect on student learning outcomes and there is a correlation between learning activities and increased learning outcomes.*

**Keywords:** *Learning Outcomes, Learning Activities, Guided Inquiry Learning Model, Structure and Function of Plants*