

## ABSTRAK

**Asister Fernando Siagian (NIM : 8126176003)** “Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Kemampuan Berpikir Kritis dan Keterampilan Proses Sains Siswa SMA”

Penelitian ini bertujuan: Untuk mengetahui apakah ada perbedaan model pembelajaran inkuiri terbimbing dan pembelajaran konvensional terhadap kemampuan berpikir kritis siswa, apakah ada perbedaan model pembelajaran inkuiri terbimbing dan model pembelajaran konvensional terhadap keterampilan proses sains siswa. Sampel penelitian ini dilakukan secara *random sampling* sebanyak dua kelas, dimana kelas pertama sebagai kelas eksperimen diterapkan model pembelajaran inkuiri terbimbing dan kelas kedua sebagai kelas kontrol diterapkan pembelajaran konvensional. Instrumen yang digunakan dalam penelitian ini yaitu instrumen tes kemampuan berpikir kritis dalam bentuk uraian sebanyak 4 soal dan instrumen tes keterampilan proses sains dalam bentuk uraian sebanyak 9 soal yang telah dinyatakan valid dan reliabel. Dari hasil penelitian dapat disimpulkan bahwa ada pengaruh model pembelajaran inkuiri terbimbing dan pembelajaran konvensional terhadap kemampuan berpikir kritis siswa, Kemampuan berpikir kritis siswa yang diajarkan dengan model pembelajaran inkuiri terbimbing lebih baik dari pembelajaran konvensional Ada pengaruh model pembelajaran inkuiri terbimbing dan model pembelajaran konvensional terhadap keterampilan proses sains siswa, Keterampilan proses sains siswa yang diajarkan dengan model pembelajaran inkuiri terbimbing lebih baik dari pembelajaran konvensional.

Kata Kunci : Inkuiri terbimbing, keterampilan proses sains, dan berpikir kritis

## ABSTRACT

**Asister Fernando Siagian (NIM: 8126176003)** "Effect of Guided Inquiry Learning Model for Critical Thinking Skills and Science Process Skills High School Students"

This study aims: To determine whether there was an diversification of guided inquiry learning model and conventional learning on students' critical thinking skills, there is the diversification of guided inquiry learning model and conventional learning model for students' science process skills. The sample in this study conducted by random sampling of two classes, where first class as a class experiment applied guided inquiry learning model and the second class as a class of conventional learning control applied. The instrument used in this study is the critical thinking skills test instrument in the form of descriptions of 4 questions and insrumen science process skills test in the form of a description as much as 9 questions that have been declared valid and reliable. From the results of this study concluded that there is the effect of guided inquiry learning model and conventional learning on students' critical thinking skills, critical thinking skills students are taught with guided inquiry learning model is better than the conventional learning'. There is the effect of guided inquiry learning model and conventional learning models for process skills science students, science process skills of students who were taught with guided inquiry learning model is better than conventional learning'.

Keywords: Guided Inquiry, science process skills and critical thinking

