ABSTRAK

Hutri Purnama Sary Lubis. Pengaruh Model Pembelajaran Inkuiri dan Kooperatif Terhadap Kemampuan Kognitif, Keterampilan Proses Sains, dan Sikap Ilmiah Siswa Pada Materi Animalia di SMA Negeri 11 Medan. Tesis. Program Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran terhadap: (1) Kemampuan kognitif; (2) Keterampilan Proses Sains; dan (3) Sikap Ilmiah Siswa di kelas X SMA 11 Negeri Medan. Metode penelitian menggunakan kuasi eksperimen dengan sampel penelitian sebanyak 3 kelas yang ditentukan secara *cluster ramdom sampling*. Kelas X_7 dibelajarkan dengan dengan Model *Inkuiry*, kelas X_8 dibelajarkan dengan Model Kooperatif (*Group Investigation*), dan kelas X_9 (kontrol) dibelajarkan dengan Model Konvensional. Instrumen penelitian menggunakan instrumen tes kemampuan kognitif dan instrumen keterampilan proses sains dengan menggunakan tes essay, dan instrumen sikap ilmiah siswa dengan menggunakan angket. Teknik analisis data menggunakan Analisis Kovariat (ANAKOVA) pada taraf signifikan α = 0,05 dengan bantuan *SPSS 21,0*. Hasil penelitian menunjukkan: (1) ada pengaruh yang signifikan model pembelajaran terhadap kemampuan kognitif siswa (F= 15,916; P= 0,000). Kemampuan kognitif siswa yang dibelajarkan dengan model *inkuiry* (87,46± 5,404) signifikan lebih tinggi dibandingkan dengan model Kooperatif (*Group Investigation*) (83,13±6,509), maupun model konvensional (79,73±6,329); (2) ada pengaruh yang signifikan model pembelajaran *Inquiry* terhadap keterampilan proses sains siswa (F= 22,760; P= 0,000). Keterampilan Proses Sains siswa yang dibelajarkan dengan *inkuiry* (87,72±5,129) signifikan lebih tinggi dibandingkan dengan model Kooperatif (Group Investigation) (83,55±5,844), maupun model konvensional (79,25±5,723); (3) ada pengaruh yang signifikan model pembelajaran terhadap sikap ilmiah siswa (F= 31,813; P= 0,001). Sikap Ilmiah siswa yang dibelajarkan dengan model *inkuiry* (86,62±5,393) signifikan sama dengan model Kooperatif (*Group Investigation*) (84,07±4,817); dan lebih tinggi dibandingkan model konvensional (77,88±4,837). Sebagai tindak lanjut dari hasil penelitian ini diharapkan kepada guru untuk dapat menerapkan model pembelajaran *inkuiry* pada materi Animalia dalam upaya meningkatkan kemampuan kognitif, keterampilan proses sains, dan sikap ilmiah siswa.

Kata kunci: *Kemampuan Kognitif, Keterampilan Proses Sains, Sikap Ilmiah, Inkuiry, Kooperatif* (*Group Investigation*), *Konvensional.*

ABSTRACT

Hutri Purnama Sary Lubis. The Effect of Inquiry and Cooperative Learning Model On Cognitive Skills, Science Process Skills and Student's Scientific Attitude in Animalia Topic in SMA Negeri 11 Medan. A Thesis. Medan: Postgraduate Program State University of Medan, 2016.

This research aims to determine the effect of the learning model on: (1) Cognitive Skills, (2) Science process skills , and (3) Student's Scientific attitude in SMA Negeri 11 Medan. The research applied experimental queasy method research with 3 classes which were choosing by using *cluster random sampling* technique. The class X_7 learn with inquiry learning model, class X_8 with cooperative (Group Investigation) learning model, and while class X_9 (control) with conventional learning model. The research instrument were the test of cognitive skills and Science Process Skills in essay test, and questionnaire for scientific attitude. The data analysis technique used *Covariat Analysis* at the level of significance $\alpha = 0.005$ by using SPSS 21.0. The results showed that: (1) there was significant effect of learning model on students' cognitive skills (F= 15.916; P= 0.000). The cognitive skills learn by inquiry learning model (87.46±5.404) is significant higher than cooperative (*Group Investigation*) learning model (83.13 ± 6.509), and conventional learning model (79.73±6.329); (2) There was significant effect of learning model on students' Science Process Skills (F= 22.760; P= 0.000). The students' Science Process Skills learn by inquiry learning model (87.72±5.129) is significant higher than cooperative (Group Investigation) learning model (83.55±5.844), and conventional learning model (79.25±5.723); (3) There was significant effect of learning model on Scientific attitude (F= 31.813; P= 0.000), the students' Scientific attitude by learn inquiry (86.62± 5.393) is significant same with cooperative (*Group Investigation*) learning model (84.07±4.817), and higher than conventional learning model (77.88±4.837). The study imply that expected to the teachers to be able to conduct inquiry and cooperative (Group Investigation) learning in Animalia topic as the effort to improve the cognitive skills, science process skills and scientific attitude.

Keywords: *Cognitive Skills, Science Process Skills, Scientific Attitude, Inquiry, Cooperative (Group Investigation) Learning, Conventional.*