ABSTRAK

Nurul Ain A.K Cibro. NIM. 8146175024. Efek Model Pembelajaran *Inquiry Training* dan Kemampuan Berpikir Kreatif Terhadap Keterampilan Proses Sains Siswa MTs. Tesis. Medan : Program Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk mengetahui keterampilan proses sains siswa dengan model pembelajaran *inquiry training* dan dengan pembelajaran konvensional, keterampilan proses sains siswa yang memiliki kemampuan berpikir kreatif di atas rata–rata dan di bawah rata-rata, dan interaksi model pembelajaran *inquiry training* dan kemampuan berpikir kreatif dalam meningkatkan keterampilan proses sains siswa. Penelitian ini merupakan penelitian *quasi experiment* dengan desain *two group pretest-postest design*. Populasi Penelitian ini adalah siswa kelas VIII MTs Al Washliyah Medan Krio. Pemilihan sampel dilakukan secara *cluster random sampling*. Sampel dibagi dalam dua kelas, kelas eksperimen yang diajarkan dengan model pembelajaran *inquiry training* dan kelas kontrol diajarkan dengan pembelajaran konvensional. Instrumen penelitian ini menggunakan keterampilan proses sains dalam bentuk unjuk kerja dan tes kemampuan berpikir kreatif dalam bentuk tes uraian serta telah dinyatakan valid dan reliabel. Data dalam penelitian ini dianalisis dengan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa keterampilan proses sains siswa yang diajarkan dengan model pembelajaran *inquiry training* lebih baik dibandingkan dengan siswa yang diajarkan dengan pembelajaran konvensional, keterampilan proses sains pada kelompok siswa yang memiliki kemampuan berpikir kreatif di atas rata-rata lebih baik dibandingkan dengan kelompok siswa yang memiliki kemampuan berpikir kreatif di bawah rata-rata, dan terdapat interaksi antara model pembelajaran *inquiry training* dan kemampuan berpikir kreatif dalam meningkatkan keterampilan proses sains siswa.

Kata Kunci : *inquiry training*, berpikir kreatif, keterampilan proses sains.

ABSTRACT

Nurul Ain A.K Cibro. NIM. 8146175024. The Effects of *Inquiry Training* Learning Model and Creative Thingking Ability on Student's Science Process Skills. A Thesis. Medan: Post Graduate School, State University of Medan, 2016.

The aim of this research were to analyze the students's science process skills by using inquiry training learning model and using conventional learning, students's science process skills in the group of students who had creative thingking ability above average and below average, and interaction inquiry training learning model and convensional learning with creative thingking ability of the students's science process skills. This research carried out by a quasi-experimental with using two group pretest-postest design. The population of this study was class VIII MTs Al-Wahliyah Medan Krio. Sample selection was done by cluster random sampling. Sample devided two class, experiment class by using inquiry training learning model and control class by using conventional learning. The instruments of this study used science process skills in the perform work form and creative thingking ability test were collected by essay test which were valid and reliable. The data was analyzed by using two-way analysis of varians. The results of this research are students's science process skills of inquiry training learning model were better than conventional learning, students's science process skills who had creative thingking ability above average were better than students who had creative thingking ability below average, and there were an interactions between the inquiry training learning model with creative thingking ability in improving students's science process skills.

Keywords: inquiry training, creative thingking, science process skills.