

## ABSTRAK

**Dinda Toral Syafura.** “Efek Model Pembelajaran *Scientific Inquiry* Berbantu Media Visual Terhadap Pengetahuan Konseptual dan Pengetahuan Prosedural Siswa”.

Penelitian ini bertujuan untuk mengetahui rata-rata peningkatan (*gain*) pengetahuan konseptual dan prosedural dengan menggunakan model pembelajaran *Scientific Inquiry* berbantu media visual dan pembelajaran konvensional, mengetahui apakah peningkatan (*gain*) pengetahuan konseptual dan prosedural siswa dengan model pembelajaran *Scientific Inquiry* lebih baik daripada siswa dengan pembelajaran konvensional. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian seluruh siswa kelas X SMA Terpadu Al Bukhari Muslim semester II tahun ajaran 2016/2017. Sampel penelitian diambil secara *random class*, yaitu 2 kelas berjumlah 68 orang. Kelas X-1 sebagai kelas eksperimen dengan model pembelajaran *Scientific Inquiry* berbantu media visual, kelas X-3 sebagai kelas kontrol dengan pembelajaran konvensional. Instrumen penelitian menggunakan tes essay. Data dianalisis dengan uji t. Hasil penelitian menunjukkan bahwa: rata-rata peningkatan pengetahuan konseptual siswa menggunakan model pembelajaran *Scientific Inquiry* berbantu media visual dan pembelajaran konvensional berada dikategori sedang, sedangkan rata-rata pengetahuan prosedural siswa menggunakan model pembelajaran *Scientific Inquiry* berbantu media visual berada dikategori tinggi dan menggunakan pembelajaran konvensional berada dikategori sedang, rata-rata peningkatan pengetahuan konseptual siswa lebih baik dibandingkan pengetahuan konseptual siswa menggunakan pembelajaran konvensional sedangkan rata-rata peningkatan pengetahuan prosedural siswa menggunakan model pembelajaran *Scientific Inquiry* berbantu media visual lebih baik dibandingkan pengetahuan prosedural siswa menggunakan pembelajaran konvensional.

Kata Kunci : Model *Scientific Inquiry*, Media Visual, Pengetahuan Konseptual, Pengetahuan Prosedural.

## ABSTRACT

**Dinda Toral Syafura.** The Effect Of Scientific Inquiry Model Assited Visual Media on Students' Conceptual and Procedural Knowledge

This study aimed to analyze the gain of students' conceptual and procedural knowledge of Scientific Inquiry model assited visual media and conventional learning; to analyze whether the gain of students' conceptual and procedural knowledge taught by Scientific Inquiry assited visual media model was better than conventional learning. This research was a quasi-experimental research with two group pretest-posttest design. The population of this research was second semester students of Al Bukhari Moslem Integrated High School grade X academic year 2016/2017. The sampling technique was cluster random sampling that consisted of 2 groups with 68 students. Class X-1 were experimental group taught by Scientific Inquiry models consisted of 34 students and class X-3 were control group taught by conventional learning consisted of 34 students. The instrument of the research were essay test of conceptual and procedural knowledge consisted of 10 questions for each. The data were analyzed using t test statistics. The result showed that: the mean gain of students' conceptual knowledge taught by Scientific Inquiry model was in medium level and low level for conventional learning. The mean gain of students' procedural knowledge taught by Scientific Inquiry model high level and medium level for conventional learning. Hypothesis test showed that the mean gain of students' conceptual and procedural knowledge taught by Scientific Inquiry was better than conventional learning. This result showed that there was an positive effect of Scientific Inquiry model assited visual media on the students' conceptual and procedural knowledge using Scientific Inquiry learning model.

**Keywords:** *Scientific Inquiry Model, Visual Media, Conceptual Knowledge, Procedural Knowled*