

ABSTRAK

Hendra Waldi Sihaloho (NIM : 8126176011) “Pengaruh Model Pembelajaran *Inquiry Training* Terhadap Keterampilan Proses Sains dan Hasil Belajar Siswa”

Penelitian ini bertujuan: Untuk mengetahui apakah terdapat perbedaan keterampilan proses sains dan hasil belajar siswa yang diajarkan dengan model pembelajaran *inquiry training* dengan siswa yang diajarkan dengan pembelajaran konvensional. Apakah terdapat peningkatan keterampilan proses sains dan hasil belajar siswa yang diajarkan dengan model pembelajaran *inquiry training*. Sampel dalam penelitian ini dilakukan secara *random sampling* sebanyak dua kelas, dimana kelas pertama sebagai kelas eksperimen diterapkan model pembelajaran *inquiry training* dan kelas kedua sebagai kelas kontrol diterapkan pembelajaran konvensional. Instrumen yang digunakan dalam penelitian ini yaitu instrumen tes keterampilan proses sains dalam bentuk uraian sebanyak 10 soal dan instrumen tes hasil belajar dalam bentuk pilihan ganda sebanyak 15 soal yang telah dinyatakan valid dan reliabel. Berdasarkan hasil penelitian dapat disimpulkan bahwa ada pengaruh model pembelajaran *inquiry training* dan pembelajaran konvensional terhadap keterampilan proses sains siswa. Keterampilan proses sains siswa yang diajarkan dengan model pembelajaran *inquiry training* lebih baik daripada pembelajaran konvensional dengan peningkatan pada kategori tinggi. Ada pengaruh model pembelajaran *inquiry training* dan model pembelajaran konvensional terhadap hasil belajar siswa. Hasil belajar siswa yang diajarkan dengan model pembelajaran *inquiry training* lebih baik daripada pembelajaran konvensional dengan peningkatan pada kategori tinggi.

Kata Kunci : *inquiry training*, keterampilan proses sains dan peningkatan



ABSTRACT

Hendra Waldi Sihaloho (NIM: 8126176011) "The Effect of Learning Inquiry Training Model to Skills of Science Process and Student Learning Outcomes"

This study aims: To find out whether there are differences in science process skills and student learning outcomes was taught by inquiry training model of learning with students taught with conventional learning model. Are there improvements in the science process skills and student learning outcomes taught by inquiry training model. The sample in this study conducted by random sampling of two classes, where first class as experiment class applied inquiry training model and second class as control class applied conventional learning. Instrument used in this research that is test instrument of science process skill in the form of essay as many as 10 items and instrumen test of learning outcomes in the form of multiple choice as many as 15 items which have been declared valid and reliable. From the result of the research, it can be concluded that there is influence of inquiry training learning model and conventional learning to science process skill, science process skill of students was taught by inquiry training model better than conventional learning with Gain in high category. There is influence of inquiry training learning model and conventional learning model to student learning outcomes, student learning outcomes was taught by inquiry training learning model better than conventional learning with Gain in high category.

Keywords : inquiry training, science process skills and gain

