

ABSTRAK

Rina. 8166182043. Pengaruh Model Pembelajaran *Scientific Inquiry* Terhadap Pengetahuan Konseptual Dan Keterampilan Proses Sains Pada Tema Selalu Berhemat Energi Di Kelas IV SDN. 101928 Rantau Panjang Pantai Labu

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh model pembelajaran *scientific inquiry* terhadap pengetahuan konseptual pada tema selalu berhemat energi di kelas IV SDN. 101928 Rantau Panjang Pantai Labu; (2) Peningkatan pengetahuan konseptual dengan menggunakan model pembelajaran *scientific inquiry* pada tema selalu berhemat energi di kelas IV SDN. 101928 Rantau Panjang Pantai Labu; (3) Pengaruh model pembelajaran *scientific inquiry* terhadap keterampilan proses sains (KPS) pada tema selalu berhemat energi di kelas IV SDN. 101928 Rantau Panjang Pantai Labu; (4) Peningkatan keterampilan proses sains (KPS) dengan model pembelajaran *scientific inquiry* pada tema selalu berhemat energi di kelas IV SDN. 101928 Rantau Panjang Pantai Labu Penelitian menggunakan pretest-posttest non equivalent control group design. Instrumen dalam penelitian ini yaitu tes pengetahuan konseptual, tes keterampilan proses sains, dan lembar observasi keterampilan proses sains. Adapun analisis data menggunakan uji-t dan *gain score*. Dari hasil penelitian menunjukkan : (1) model pembelajaran *scientific inquiry* berpengaruh terhadap pengetahuan konseptual siswa, hal ini berdasarkan nilai t_{hitung} ($=0,000$) sehingga terdapat perbedaan karena sig (2-tailed) $< 0,05$ dan t_{hitung} bernilai positif sehingga H_0 ditolak; (2) terdapat peningkatan pengetahuan konseptual dengan menggunakan model pembelajaran *scientific inquiry*, hal ini berdasarkan nilai *gain score* ; (3) model pembelajaran *scientific inquiry* berpengaruh terhadap keterampilan proses sains, hal ini berdasarkan nilai t_{hitung} ($=0,000$) sehingga terdapat perbedaan karena sig (2-tailed) $< 0,05$ dan t_{hitung} bernilai positif sehingga H_0 ditolak; (4) terdapat peningkatan keterampilan proses sains dengan model pembelajaran *scientific inquiry*, hal ini berdasarkan *gain score*.

Kata Kunci: model *scientific inquiry*, pengetahuan konseptual, keterampilan proses sains.



ABSTRACT

Rina. 8166182043. Effect of Scientific Inquiry Learning Model on Conceptual Knowledge and Science Process Skills on Themes Always Save Energy In Class IV Public Elementary School 101928 Pantai Labu

This research aims to find out: (1) The influence of the scientific inquiry learning model on conceptual knowledge on the theme of always saving energy in the fourth grade of state primary school 101928 Pantai Labu; (2) Increased conceptual knowledge by using the scientific inquiry learning model on the theme of always saving energy in the fourth grade of public elementary school 101928 Pantai Labu; (3) The influence of the scientific inquiry learning model on science process skills on the theme is always saving energy in the fourth grade of public elementary school 101928 Pantai Labu; (4) Improving science process skills with the scientific inquiry learning model on the theme of always saving energy in fourth grade public elementary schools 101928 Pantai Labu. The study used a pretest-posttest non equivalent control group design. The instruments in this study were conceptual knowledge tests, science process skills tests, and observation sheets of science process skills. The data analysis uses the t-test and gain score. From the results of the research show: (1) the scientific inquiry learning model influences students' conceptual knowledge, this is based on the value of t count (= 0,000) so that there are differences because sig (2-tailed) <0.05 and t count is positive so H_0 is rejected ; (2) there is an increase in conceptual knowledge using the scientific inquiry learning model, this is based on the gain score; (3) scientific inquiry learning model influences science process skills, this is based on t value (= 0,000) so that there is a difference because sig (2-tailed) <0.05 and t count is positive so that H_0 is rejected; (4) there is an increase in science process skills with the scientific inquiry learning model, this is based on the gain score.

Keywords: scientific inquiry model, conceptual knowledge, science process skills.

