

**Perbedaan Keterampilan Proses Sains Siswa Pada Materi Hewan  
Vertebrata yang Diajarkan dengan Model *Problem Based  
Learning* dan *Guided Inquiry* Di Kelas X Mia  
Sma Negeri 6 Binjai Tahun Pembelajaran  
2018/2019**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui adanya perbedaan keterampilan proses sains siswa dengan menggunakan model pembelajaran berbasis masalah dan keterampilan proses sains siswa dengan menggunakan model Inkuiri terbimbing. Keterampilan proses sains yang digunakan dalam penelitian ini meliputi keterampilan mengamati, berhipotesis, menerapkan konsep, mengajukan pertanyaan, dan berkomunikasi. Penelitian ini dilaksanakan di SMA Negeri 6 Binjai dengan metode kuasi eksperimen. Pengambilan sampel menggunakan teknik sampel bertujuan (*purposive sampling*). Sampel penelitian meliputi kelas Pembelajaran berbasis masalah berjumlah 35 siswa dan kelas inkuiri terbimbing berjumlah 35 siswa. Analisis nilai keterampilan proses sains pada uji hipotesis diperoleh nilai Sig.(2-tailed) sebesar  $0,038 < 0,05$ . Hal tersebut, menunjukkan bahwa terdapat perbedaan keterampilan proses sains siswa di kelas pembelajaran berbasis masalah dengan kelas inkuiri terbimbing pada materi hewan vertebrata. Keterampilan proses sains yang mendapatkan nilai tertinggi yaitu keterampilan menerapkan konsep.

**Kata kunci:** *Model pembelajaran berbasis masalah, Model Inkuiri  
Terbimbing, Keterampilan Proses Sains*



**The Differences of Students Science Process Skills At The Subject  
Matter of Vertebrates Animal Taught With A *Problem  
Based Learning dan Guided Inquiry* at Class X  
Mia Sma Negeri 6 Binjai In The Academic  
Year 2018/2019**

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***ABSTRACT***

This study aims to determine the differences in science process skills of students using modelsproblem-based learning and science process skills of students using a guided inquiry model.The science process skills used in this study include the skills of observing, hypothesizing, applying concepts, asking questions, and communicating.This research was conducted in Binjai Public High School 6 with a quasi-experimental method.Sampling uses a *purposive sampling technique*.The research sample includes the class of problem-based learning totaling 35 students and the guided inquiry class totaling 35 students.Analysis of the value of science process skills in the hypothesis test obtained the Sig (2-tailed) value of  $0.038 < 0.05$ . This, shows that there are differences in science process skills of students in problem-based learning classes with guided inquiry classes on vertebrate animal material. Science process skills that get the highest score are the skills to apply concepts.

**Keywords:***Problem based learning, Guided Inquiry, Science Process Skills*

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