

PENGARUH MODEL PEMBELAJARAN *SCIENTIFIC INQUIRY* DAN SIKAP ILMIAH TERHADAP KETERAMPILAN PROSES SAINS SISWA

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ABSTRAK

Tujuan dari penelitian ini adalah untuk 1) mengetahui ada atau tidaknya perbedaan keterampilan proses sains (KPS) yang diajarkan dengan menggunakan model pembelajaran *scientific inquiry* dan pembelajaran konvensional, 2) mengetahui ada atau tidaknya hubungan antara sikap ilmiah dengan keterampilan proses sains, 3) mengetahui interaksi model pembelajaran *scientific inquiry* dan sikap ilmiah dalam meningkatkan keterampilan proses sains siswa. Jenis penelitian ini adalah *quasi experiment* dengan desain *control group pretest-posttest*. Pengambilan sampel dilakukan dengan cara *cluster random sampling* dengan mengambil dua dari enam kelas, yaitu kelas XI IPA 3 sebagai kelas eksperimen menggunakan model pembelajaran *scientific inquiry* yang berjumlah 33 orang dan kelas XI IPA 4 sebagai kelas kontrol menggunakan pembelajaran konvensional yang berjumlah 32 orang. Instrumen yang digunakan untuk mengukur sikap ilmiah siswa berupa angket dan untuk mengukur keterampilan proses sains siswa berupa Lembar Kerja Peserta Didik (LKPD). Berdasarkan hasil penelitian diperoleh bahwa keterampilan proses sains siswa yang diajarkan dengan model pembelajaran *scientific inquiry* lebih baik dibandingkan dengan siswa yang dibelajarkan dengan pembelajaran konvensional, keterampilan proses sains pada kelompok siswa yang memiliki sikap ilmiah tinggi lebih baik dibandingkan dengan kelompok siswa yang memiliki sikap ilmiah rendah dan terdapat interaksi antara model pembelajaran *scientific inquiry* dan sikap ilmiah dalam meningkatkan keterampilan proses sains siswa.

Kata Kunci: model *scientific inquiry*, sikap ilmiah, keterampilan proses sains.



The Effect of Scientific Inquiry Learning Model and Scientific Attitude on the Students' Science Process Skill

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ABSTRACT

The purpose of this research was to 1) determine whether or not there are differences in science process skills (KPS) which are taught using the scientific inquiry learning model and conventional learning, 2) determine whether there is a relationship between scientific attitudes and science process skills, 3) determine the interaction of learning models scientific inquiry and scientific attitudes in improving students' science process skills. This type of research is a quasi experiment with a pretest-posttest control group design. Sampling was carried out by means of cluster random sampling by taking two of the six classes, namely class XI IPA 3 as an experimental class using the scientific inquiry learning model, which amounted to 33 students and class XI IPA 4 as a control class using conventional learning totaling 32 students. The instruments used to measure students' scientific attitudes were in the form of questionnaires and to measure students' science process skills in the form of Student Worksheets (LKPD). Based on the results of the study, it was found that the science process skills of students who were taught with the scientific inquiry learning model were better than students who were taught with conventional learning, the science process skills of the group of students who had a high scientific attitude were better than the group of students who had a low scientific attitude and There is an interaction between the scientific inquiry learning model and scientific attitudes in improving students' science process skills.

Keywords: scientific inquiry learning, scientific attitude, science process skills.