ABSTRAK

Agustiyanti Br Ginting, NIM 4173331003 (2021). Perbedaan Hasil Belajar dan Keterampilan Proses Sains Siswa yang Dibelajarkan dengan Model Inkuri Terbimbing dan Problem Based Learning Pada Materi Laju Reaksi

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar dan keterampilan proses sains siswa yang dibelajarkan dengan model Inkuiri Terbimbing dan *Problem Based Learning* pada materi laju reaksi. Metode penelitian yang digunakan adalah quasi experimental. Sampel dari penelitian ini terdiri dari dua kelas yaitu kelas XI MIPA 3 sebagai kelas eksperimen I yang dibelajarkan menggunakan model Inkuiri Terbimbing dan kelas XI MIPA 6 sebagai kelas eksperimen II yang dibelajarkan dengan model *Problem Based Learning*, masing-masing kelas berjumlah 30 siswa. Hasil analisis data menunjukkan rata-rata hasil belajar siswa menggunakan Inkuiri Terbimbing (90,33) lebih tinggi dari rata-rata hasil belajar siswa yang dibelajarkan dengan model Problem Based Learning (87,50) dan rata-rata keterampilan proses sains menggunakan Inkuiri Terbimbing (87,09) lebih tinggi dari rata-rata menggunakan model *Problem Based Learning* (82,95). Hasil hipotesis dengan menggunakan uji-t dua pihak dan $\alpha = 0,05$ diperoleh $t_{hitung} > t_{tabel}$ (2,664>2,045), dan $t_{hitung} > t_{tabel}$ (3,74 >2,045) untuk keterampilan proses sains siswa sehingga dalam penelitian ini hipotesis nihil (H_o) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, diperoleh bahwa ada perbedaan hasil belajar dan keterampilan proses sains siswa yang dibelajarkan menggunakan model Inkuiri Terbimbing dan model *Problem Based Learning*.

Kata Kunci : Hasil Belajar, Keterampilan Proses Sains, Inkuiri Terbimbing, *Problem Based Learning*, Laju Reaksi

ABSTRACT

Agustiyanti Br Ginting, NIM 4173331003 (2021). Difference Learning Outcomes And Science Process Skills Of Students Learned With The Guided Inkuri Model And Problem Based Learning On Reaction Rate Material

This study aims to determine the differences in learning outcomes and science process skills of students who are taught with Guided Inquiry and Problem Based Learning models on the reaction rate material. The research method used was quasi experimental. The sample of this study consisted of two classes, namely the experimental class I which was taught using the Guided Inquiry model and the experimental class II which was taught using the Problem Based Learning model, each class totaling 30 students. The results of data analysis showed that the average student learning outcomes using Guided Inquiry (90.33) were higher than the average learning outcomes of students who were taught with the Problem Based Learning model (87.50) and the average science process skills using Guided Inquiry (87.09) higher than the average using the Problem Based Learning model (82.95). The results of the hypothesis using the two-party t-test and $\alpha = 0.05$ obtained tcount> ttable (2.664> 2.045), and tcount> ttable (3.74> 2.045) for students' science process skills so that in this study the hypothesis was null (H0) rejected and the alternative hypothesis (Ha) is accepted. Thus, it was found that there were differences in learning outcomes and science process skills of students who were taught using the Guided Inquiry model and the Problem Based Learning model.

Keywords: Learning Outcomes, Science Process Skills, Guided Inquiry, Problem Based Learning, Reaction Rate