

ABSTRAK

Maryanti Elfrida Sihotang NIM (4172131006). Pengaruh Model Mengajar Menginduksi Dan Perubahan Konsep (M3pk) Simson Tarigan Menggunakan Video Animasi Terhadap Hasil Belajar Siswa Sma Pada Materi Ikatan Kimia

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar dan keterampilan proses sains siswa yang dibelajarkan menggunakan model pembelajaran Inkuiri Terbimbing dan model pembelajaran Konvensional pada materi Laju Reaksi. Metode penelitian yang digunakan adalah quasi experimental. Sampel dari penelitian ini terdiri dari dua kelas yaitu kelas eksperimen yang dibelajarkan menggunakan model Inkuiri Terbimbing dan kelas kontrol yang dibelajarkan dengan model pembelajaran Konvensional, masing-masing kelas berjumlah 30 siswa. Hasil analisis data menunjukkan rata-rata hasil belajar siswa menggunakan Inkuiri Terbimbing (92,167) memiliki perbedaan dengan rata-rata hasil belajar siswa yang dibelajarkan dengan model pembelajaran Konvensional (85,167) dan rata-rata keterampilan proses sains menggunakan Inkuiri Terbimbing (77,313) memiliki perbedaan dengan rata-rata keterampilan proses sains menggunakan model pembelajaran Konvensional (65,973). Hasil hipotesis dengan menggunakan uji-t dua pihak dan $\alpha = 0,05$ diperoleh $t_{hitung} > t_{tabel}$ ($3,633 > 2,002$), dan $t_{hitung} > t_{tabel}$ ($5,091 > 2,002$) untuk keterampilan proses sains siswa sehingga dalam penelitian ini hipotesis nihil (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, diperoleh bahwa ada perbedaan hasil belajar dan keterampilan proses sains siswa yang dibelajarkan menggunakan model pembelajaran Inkuiri Terbimbing dan model pembelajaran Konvensional.

Kata Kunci : Hasil Belajar, Keterampilan Proses Sains, Inkuiri Terbimbing, Konvensional, Laju Reaksi.

ABSTRACT

Maryanti Elfrida Sihotang NIM (4172131006). The Application of The Guided Inquiry Learning Model to The Learning Outcomes and Science Process Skills of Students on The Reaction Rate Material.

This study aims to determine the differences in learning outcomes and science process skills of students who are taught using the Guided Inquiry learning model and the Conventional learning model on the Reaction Rate material. The research method used is quasi-experimental. The sample of this study consisted of two classes, namely the experimental class which was taught using the Guided Inquiry model and the control class which was taught by the Conventional learning model, each class consisted of 30 students. The results of data analysis showed that the average student learning outcomes using Guided Inquiry (92.167) had differences with the average student learning outcomes taught using the Conventional learning model (85.167) and the average science process skills using Guided Inquiry (77.313) had differences with the average science process skills using the conventional learning model (65.973). The results of the hypothesis using a two-party t-test and $\alpha = 0.05$ obtained $t_{count} > t_{table}$ ($3.633 > 2.002$), and $t_{count} > t_{table}$ ($5.091 > 2.002$) for students' science process skills so that in this study the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) is accepted. Thus, it is found that there are differences in learning outcomes and science process skills of students who are taught using the Guided Inquiry learning model and the Conventional learning model.

Keywords: *Learning Outcomes, Science Process Skills, Guided Inquiry, Conventional, Reaction Rate*

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