ABSTRAK

Desy Istanti Simbolon, NIM 4183131047 (2018). Pengaruh Model Pembelajaran Inkuiri Terbimbing Dalam Meningkatkan Keterampilan Proses Sains Dan Hasil Belajar Siswa Pada Materi Termokimia

Penelitian ini dilakukan untuk mengetahui pengaruh model pembelajaran inkuiri terbimbing dalam meningkatkan keterampilan proses sains dan hasil belajar siswa serta korelasi antara hasil belajar dan keterampilan proses sains siswa dengan menggunakan model pembelajaran inkuiri terbimbing. Penelitian ini dilaksanakan di SMA Negeri 1 Pakkat, bulan November-Desember Tahun 2021. Penelitian ini terdiri atas 2 kelas yaitu kelas eksperimen menggunakan model pembelajaran Inkuiri Terbimbing dan kelas kontrol menggunakan model pembelajaran *Direct Instruction*. Instrumen yang digunakan yaitu tes hasil belajar berupa 20 pilihan ganda yang valid, instrumen tes KPS berupa tes esai.Data diolah secara deskriptif dan dianalisis secara kuantitatif. Data pretest hasil belajar pada kelas eksperimen 32,28 dan kelas kontrol 30,86 dan diketahui rata-rata nilai KPS siswa eksperimen 21,14 dan kelas kontrol 20,86. Dari data posttest diperoleh rata-rata nilai hasil belajar siswa kelas eksperimen sebesar 86,85 dan kelas kontrol sebesar 76,57. Untuk KPS didapat rata-rata siswa kelas eksperimen sebesar 79 dan rata-rata kelas kontrol sebesar 71,93 Berdasarkan analisis data diperoleh bahwa persentase keterlaksanaan Keterampilan Proses Sains dengan model pembelajaran Inkuiri Terbimbing “sangat baik” karena 85 ≤ Persentase Keterampilan Proses Sains < 100 dan model *Direct Instruction* “baik” karena 70 ≤ Persentase Keterampilan Proses Sains < 85. Dapat disimpulkan bahwa model pembelajaran inkuiri terbimbing mampu meningkatkan hasil belajar dan Keterampilan Proses Sains dibandingkan dengan model *Direct Instruction*

Kata Kunci: Inkuiri Terbimbing, Pengajaran Langsung, Hasil Belajar, Keterampilan Proses Sains

ABSTRACT

Desy Istanti Simbolon, NIM 41813131047. The Effect Of Guided Inquiry Learning Model In Improving Science Process Skills And Students' Learning Outcomes On Thermochemical Materials

This research was conducted to determine the effect of the guided inquiry learning model in improving science process skills and student learning outcomes as well as the correlation between learning outcomes and students' science process skills using the guided inquiry learning model. This research was conducted at SMA Negeri 1 Pakkat, November-December 2021. This study consisted of 2 classes, namely the experimental class using the Guided Inquiry learning model and the control class using the Direct Instruction learning model. The instrument used is a test of learning outcomes in the form of 20 valid multiple choices, the instrument of the KPS test is an essay test. The data is processed descriptively and analyzed quantitatively. The pretest data on learning outcomes in the experimental class is 32.28 and the control class is 30.86 and it is known that the average KPS value of the experimental students is 21.14 and the control class is 20.86. From the posttest data, the average value of the experimental class students' learning outcomes was 86.85 and the control class was 76.57. For the KPS, the average experimental class students were 79 and the control class average was 71.93. Based on the data analysis, it was found that the percentage of the implementation of Science Process Skills with the Guided Inquiry learning model was "very good" because 85 Percentage of Science Process Skills < 100 and Direct Instruction model is "good" because 70 Percentage of Science Process Skills < 85. It can be concluded that the guided inquiry learning model is able to improve learning outcomes and Science Process Skills compared to the Direct Instruction.

Keywords: *Guided Inquiry, Direct Instruction, Learning Outcomes, Science Process Skills*