ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar dan aktivitas siswa yang diajarkan dengan model Inkuiri Terbimbing dan *Problem Based Learning* (PBL) pada materi larutan elektrolit dan non elektrolit. Penelitian ini merupakan penelitian eksperimen semu. Populasi dalam penelitian ini adalah seluruh siswa kelas X IPA SMA Swasta Kesuma Bangsa Londut yang terdiri dari empat kelas. Sampel penelitian diambil dengan teknik *sampling purposive*, peneliti menentukan anggota sampelnya berdasarkan guru yang sama saat mengajar di kelas, yaitu pada kelas X IPA 3 sebagai kelas eksperimen I yang diajarkan dengan menggunakan model Inkuiri Terbimbing dan Kelas X IPA 4 sebagai kelas eksperimen II yang diajarkan dengan menggunakan model *Problem Based Learning* yang masing-masing berjumlah 34 orang. Instrumen penelitian terdiri dari instrumen tes yaitu tes pilihan berganda yang berjumlah 20 soal yang telah divalidasi oleh validator ahli dan siswa serta instrument nontes berupa lembar observasi untuk mengetahui aktivitas selama proses pembelajaran berlangsung. Kedua kelas dilakukan perlakuan yang sama yaitu pada pertemuan awal dilakukan *pretest* dan pada pertemuan terakhir dilakukan *posttest*. Data yang diamati adalah hasil dan aktivitas belajar siswa. Data dianalisis dengan uji t dua pihak setelah diuji normalitas dan homogenitasnya. Hasil uji hipotesis I diperoleh nilai Sig < α (0,012 < 0,05) yang berarti bahwa H_0 ditolak dan H_a diterima yaitu terdapat perbedaan hasil belajar siswa yang diajarkan dengan model pembelajaran Inkuiri Terbimbing dan model pembelajaran *Problem Based Learning*. Rata-rata hasil belajar siswa yang diajarkan dengan model Inkuiri Terbimbing lebih rendah dibandingkan dengan model *Problem Based Learning* (78,97 < 83,68). Hasil uji hipotesis II diperoleh nilai Sig < α (0,000 < 0,05) yang berarti bahwa H_0 ditolak dan H_a diterima yaitu terdapat perbedaan aktivitas belajar siswa yang diajarkan dengan model pembelajaran Inkuiri Terbimbing dan model pembelajaran *Problem Based Learning*. Rata-rata aktivitas belajar siswa yang diajarkan dengan model Inkuiri Terbimbing lebih rendah dibandingkan dengan model *Problem Based Learning* (65,497 < 72,091). Hasil uji hipotesis III menunjukkan terdapat korelasi aktivitas belajar siswa terhadap hasil belajar siswa yang diajarkan dengan model Inkuiri Terbimbing dan *Problem Based Learning* dengan diperoleh nilai *Pearson Correlation* sebesar 0,797 yang bermakna hubungan korelasi tinggi.

Kata Kunci: Inkuiri Terbimbing, *Problem Based Learning*, Hasil Belajar, Aktivitas Belajar.

ABSTRACT

This study aims to determine the differences in learning outcomes and student activities taught using the Guided Inquiry and Problem Based Learning (PBL) on electrolyte and non electrolyte solutions. This research is a quasi experimental research. The population in this study were all students of class X IPA SMA Swasta Kesuma Bangsa Londut which consisted of four classes. The research sample was taken by purposive sampling technique, the researcher determined the sample members based on the same teacher when teaching in class, that is class X IPA 3 as experimental class I which was taught using the Guided Inquiry and Class X IPA 4 as experimental class II which was taught using the Problem Based Learning each of which amounted to 34 people. The research instrument consisted of a test instrument, that is a multiple choice test totaling 20 questions that had been validated by expert validators and students and a non test instrument in the form of an observation sheet to determine activities during the learning process. Both classes were given the same treatment, that is the initial meeting a pretest was carried out and at the last meeting a posttest was carried out. The observed data are student learning outcomes and activities. Were analyzed by two party t-test after being tested for normality and homogeneity. The results of hypothesis testing I obtained the value of Sig < α (0,012 < 0,05) which means that H_0 is rejected and H_a is accepted, that is there are differences in student learning outcomes taught by the Guided Inquiry and the Problem Based Learning. The average student learning outcomes taught by the Guided Inquiry were lower than the Problem Based Learning (78,97 < 83,68). The results of hypothesis testing II obtained the value of Sig < α (0,000 < 0,05) which means that H_0 is rejected and H_a is accepted, that is there are differences in student learning activities taught by the Guided Inquiry and the Problem Based Learning. The average student learning activities taught by the Guided Inquiry is lower than the Problem Based Learning (65,497 < 72,091). The results of hypothesis testing III show that there is a correlation between student learning activities and student learning outcomes taught using the Guided Inquiry and Problem Based Learning with a Pearson Correlation value of 0,797 which means a high correlation.

Keywords: Guided Inquiry, Problem Based Learning, Learning Outcomes, Learning Activities.