

ABSTRAK

Jerni, NIM. 4213321002. Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Keterampilan Proses Sains Siswa pada Materi Fluida Statis.

Penelitian ini bertujuan untuk mengetahui pengaruh inkuiri terbimbing pada materi fluida statis terhadap keterampilan proses sains siswa, serta peningkatan keterampilan proses sains. Jenis penelitian adalah eksperimental semua (*quasi experiment*) dengan desain penelitian menggunakan *pretest-posttest control group design*. Populasi penelitian ini ialah seluruh siswa kelas XI SMA Negeri 1 Percut Sei Tuan. Sampel diambil menggunakan teknik *simple random sampling*, sampel penelitian terdiri dari dua kelas. Kelas XI inglanfis-1 menggunakan inkuiri terbimbing dan kelas XI inglanfis-2 menggunakan pembelajaran inkuiri terbimbing konvensional. Instrumen penelitian yang digunakan dalam penelitian ini berupa tes yang sudah di validasi. Instrumen tes untuk mengukur keterampilan proses sains berjumlah 20 soal dengan lima *option* berbentuk pilihan berganda. Data *pretest* dan *posttest* keterampilan proses sains siswa kelas eksperimen sebesar 47,5 dan 75,88 sedangkan kelas kontrol sebesar 33,38 dan 53,38. Data dianalisis menggunakan uji-t dan N-gain. Berdasarkan hasil analisis data diperoleh bahwa penerapan model inkuiri terbimbing memberikan pengaruh yang lebih besar dibandingkan pembelajaran konvensional terhadap keterampilan proses sains siswa. Terdapat juga peningkatan N-Gain keterampilan proses sains siswa setelah menerapkan model inkuiri terbimbing

Kata Kunci: inkuiri terbimbing; keterampilan proses sains; fluida statis

ABSTRACT

Jerni, Student ID Number 4213321002. The Effect of Guided Inquiry Learning Model on Students' Science Process Skills in Static Fluids.

This study aims to determine the effect of guided inquiry in static fluids on students' science process skills and the improvement of these skills. This study was an all-experimental study (quasi-experimental) with a pretest-posttest control group design. The population was all eleventh-grade students of SMA Negeri 1 Percut Sei Tuan. The sample was drawn using a simple random sampling technique, with two classes: Class XI Inglanfis-1 using guided inquiry, and Class XI Inglanfis-2 using conventional learning. The research instrument used in this study was a validated test. The test instrument to measure science process skills consisted of 20 questions with five multiple-choice options. The pretest and posttest data for the science process skills of the experimental class were 47,5 and 75,88, respectively, while the control class was 33,38 and 53,38. Data were analyzed using t-tests and N-gain. Based on the data analysis, it was found that the implementation of the guided inquiry model had a greater impact on students' science process skills than conventional learning. There was also an N-Gain increase in students' science process skills after implementing the guided inquiry model.

Keywords: *guided inquiry; science process skills; Static Fluids.*

