

ABSTRAK

DESKRIPSI KETERAMPILAN BERKOLABORASI MELALUI MODEL *INQUIRY LESSON* PADA MATERI LAJU REAKSI

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Penelitian ini bertujuan untuk mendeskripsikan keterampilan kolaborasi peserta didik setelah diterapkan model pembelajaran *Inquiry Lesson* pada materi laju reaksi. Metode penelitian ini adalah *Weak Experimental* dengan desain *The One-Shot Case Study*. Populasi penelitian adalah seluruh peserta didik kelas XI SMA Negeri 3 Bandar Lampung tahun ajaran 2024/2025, dengan sampel kelas XI 4 yang dipilih secara *purposive sampling*. Data utama berupa hasil observasi keterampilan berkolaborasi yang dianalisis secara deskriptif kuantitatif. Indikator keterampilan berkolaborasi yang diukur meliputi bekerja sama, bertanggung jawab, dan berkompromi. Hasil penelitian menunjukkan bahwa persentase rata-rata keterampilan berkolaborasi peserta didik sebesar 76,39% dengan kategori baik. Peningkatan tertinggi terjadi pada indikator bekerja sama (78,24%) dan terendah pada indikator menghargai pendapat (74,54%). Selain itu, keterlaksanaan model *inquiry lesson* berada pada kriteria sangat tinggi pada setiap pertemuan. Dengan demikian, dapat disimpulkan bahwa penerapan model *Inquiry Lesson* pada materi laju reaksi mampu memfasilitasi munculnya keterampilan berkolaborasi peserta didik yang meliputi bekerja sama, bertanggung jawab, dan berkompromi selama proses pembelajaran berlangsung.

Kata Kunci: *inquiry lesson*, keterampilan berkolaborasi, laju reaksi.

ABSTRACT

DESCRIPTION OF STUDENTS' COLLABORATIVE SKILLS THROUGH THE IMPLEMENTATION OF THE INQUIRY LESSON MODEL ON REACTION RATE LEARNING

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This study aimed to describe students' collaborative skills after the implementation of the Inquiry Lesson learning model on the reaction rate topic. This research employed a Weak Experimental method with a One-Shot Case Study design. The population consisted of all eleventh-grade students of SMA Negeri 3 Bandar Lampung in the 2024/2025 academic year, with class XI 4 selected as the sample through purposive sampling. The primary data were obtained from observations of students' collaborative skills and were analyzed using descriptive quantitative techniques. The indicators of collaborative skills assessed included cooperation, responsibility, and compromise. The results showed that the average percentage of students' collaborative skills was 76.39%, which falls into the good category. The highest achievement was found in the cooperation indicator (78.24%), while the lowest was in the respects other indicator (74.54%). In addition, the implementation of the Learning Cycle model with the Inquiry Lesson approach was categorized as very high in every meeting. Therefore, it can be concluded that the implementation of the Inquiry Lesson learning model on the reaction rate topic was able to facilitate the emergence of students' collaborative skills, including cooperation, responsibility, and compromise throughout the learning process.

Keywords: collaboration skills, inquiry lesson, reaction rate,