ABSTRACT

EFFORTS TO IMPROVE THE SCIENCE PROCESS SKILLS AND PHYSICS STUDENT LEARNING OUTCOMES USING THE MODEL OF INQUIRY LEARNING (PTK IN SMA NEGERI 1 PUNGGUR CLASS X3 ON MATERIAL TEMPERATURE AND HEAT ACADEMIC YEAR 2009/2010)

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Learning science related to how to find out about the systematic nature, so that the IPA is not only a mastery of knowledge in the form of a collection of facts, concepts, or principles, but also represents a process of discovery. Based on classroom observations X3 SMA Negeri 1 Punggur note that the actual cognitive ability of students to SMA Negeri 1 Punggur in general quite good. However, cognitive ability is not accompanied by psychomotor ability students who are still relatively low, especially related to science process skills of students in learning physics.

One method that is deemed appropriate and expected to give better results is the method of guided inquiry. Measures applied learning adaptation of the opinion sanjaya (2006: 199) consisting of the orientation phase, formulate problems, propose hypotheses, collect data, test hypotheses, and formulate conclusions.

The purpose of this study were (a) Describe the process of skill enhancement in the activity of science experiments students through the inquiry method.
(B) Describe the increase in student learning outcomes in the cognitive realm.
The results showed that: (a) Average science process skills of students in the first cycle of 52.2. Cycle II increased to 67.4, while the third cycle again increased to 82.9, (b) The results of studying physics students showed improvement in the cognitive domain of the quite drastic. The average value of formative exam on the first cycle is a 46.8 increase on the second cycle in cycle III 57.1 and 81.7, (c) mastery learning outcomes in the first cycle that produced 0% of students complete, on the second cycle increased 31% of students who pass, and re-experienced an increase in the third cycle to 92% of students complete.

Key Words: guided inquiry and science process skills