

ABSTRACT

THE IMPLEMENTATION OF GUIDED INQUIRY LEARNING MODEL IN INCREASING THE STUDENTS' ACHIEVEMENT OF PRESSURE LESSON AT CLASS VIII SMP NEGERI 1 SEMAKA

By

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This research aimed to analyze (1) learning process, (2) increasing of study achievement. Method of research used Classroom Action Research by three cycles. The first cycle used guided inquiry, experiment equipment and students' worksheet. Second cycle used guided inquiry by power point learning media. Third cycle used guided inquiry by power point learning media. The conclusion of research are : (1) guided inquiry are able to increase teachers' activities in pre activity during learning process, (2) guided inquiry learning can increase students' study achievement. It can be seen from class VIII.A students' cognitive score at first cycle was 47,19 (failed) and at class VIII.B was 46,88 (failed), second cycle at class VIII.A got 65 (passed) and classs VIII.B 60 (failed), and third cycle at class VIII.A was 75 (passed) and at class VIII.B was 72 (passed). Affective score of class VIII.A and VIII.B at fist cycle was good enough, second cycle and three cycle were categorized good. Students' psychomotor score in first cycle at class VIII.A and class VIII.B was 49,4 (failed), in second cycle at classs VIII.A was 67,1 (passed) and class VIII.B was 65,8 (passed), and in third cycle at class VIII.A was 73,57 (passed) and class VIII.B 71,42 (passed).

Keywords: study achievement, Inquiry, guided

ABSTRAK

Penerapan Model Pembelajaran Inkuiri Terbimbing Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Materi Tekanan Di Kelas VIII SMP Negeri 1 Semaka

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Penelitian ini bertujuan untuk menganalisis (1) proses pembelajaran; dan (2) peningkatan hasil belajar. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas dengan tiga siklus. Siklus I dengan inkuiri terbimbing dan alat praktikum serta LKS. Siklus II inkuiri terbimbing dengan media pembelajaran powerpoint. Siklus III inkuiri terbimbing dengan buku cetak dan artikel pembelajaran. Kesimpulan dari penelitian ini adalah: (1) inkuiri terbimbing mampu meningkatkan aktivitas guru dalam kegiatan pra pembelajaran, pelaksanaan pembelajaran, dan penutup pembelajaran; dan (2) pembelajaran inkuiri terbimbing dapat meningkatkan hasil belajar peserta didik dengan nilai kognitif peserta didik pada siklus I di kelas VIII.A 47,19 (tidak tuntas) dan di kelas VIII.B 46,88 (tidak tuntas), siklus II di kelas VIII.A 65 (tuntas) dan di kelas VIII.B 60 (tidak tuntas), siklus di kelas VIII. A 75 (tuntas) dan di kelas VIII.B 72 (tuntas). Nilai afektif peserta didik pada siklus I di kelas VIII.A dan VIII.B terkategori cukup baik, di siklus II dan siklus III baik. Psikomotor peserta didik pada siklus I di kelas VIII.A dan VIII.B 49,4 (tidak tuntas), pada siklus II di kelas VIII.A 67,1 (tuntas) dan VIII.B 65,8 (tuntas), siklus III di kelas VIII.A 73,57 (tuntas) dan VIII.B 71,42 (tuntas).

Kata Kunci: hasil belajar, inkuiri terbimbing