ABSTRAK

**EFEKTIVITAS TAHAPAN *LEARNING CYCLE* DENGAN PENDEKATAN
INQUIRY LESSON DALAM MENINGKATKAN KETERAMPILAN
BERPIKIR TINGKAT TINGGI PESERTA DIDIK
PADA MATERI LAJU REAKSI**

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Penelitian ini bertujuan untuk mendeskripsikan efektivitas tahapan *learning cycle* dengan pendekatan *inquiry lesson* dalam meningkatkan keterampilan berpikir tingkat tinggi peserta didik pada materi laju reaksi. Populasi dalam penelitian ini adalah seluruh peserta didik kelas XI SMA Negeri 3 Bandar Lampung Tahun Ajaran 2023/2024. Pengambilan sampel penelitian dilakukan dengan teknik *purposive sampling* dan diperoleh kelas XI 4 sebagai kelas kontrol dan kelas XI 9 kelas eksperimen. Penelitian ini merupakan *quasi-experimental* dengan desain penelitian *nonequivalent pretest and posttest control group design*. Data penelitian ini dianalisis dengan uji perbedaan dua rata-rata menggunakan uji *Mann-Whitney*. Hasil uji *Mann-Whitney* menunjukkan bahwa rata-rata *n-gain* keterampilan berpikir tingkat tinggi peserta didik di kelas eksperimen berbeda secara signifikan dengan kelas kontrol. Artinya rata-rata *n-gain* keterampilan berpikir tingkat tinggi peserta didik di kelas eksperimen lebih tinggi dari *n-gain* keterampilan berpikir tingkat tinggi kelas kontrol. Hasil penelitian juga menunjukkan bahwa rata-rata *n-gain* di kelas eksperimen berkategori sedang. Dapat disimpulkan bahwa tahapan *learning cycle* dengan pendekatan *inquiry lesson* efektif dalam meningkatkan keterampilan berpikir tingkat tinggi peserta didik pada materi laju reaksi.

Kata kunci   :   *inquiry lesson*, keterampilan berpikir tingkat tinggi, laju reaksi, *learning cycle*

ABSTRACT

EFFECTIVENESS OF LEARNING CYCLE STAGES WITH THE INQUIRY LESSON APPROACH IN IMPROVING STUDENTS' HIGH-ORDER THINKING SKILLS ON REACTION RATE MATERIAL

By

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This study aims to describe the effectiveness of the stages of the learning cycle with the inquiry learning method in improving students' high-level thinking skills in the reaction rate material. The population in this study were all students of class XI of SMA Negeri 3 Bandar Lampung in the 2023/2024 Academic Year. The research sample was taken using a purposive sampling technique and obtained class XI 4 as the control class and class XI 9 as the experimental class. This study is a quasi-experiment with a nonequivalent pretest and posttest control group design. The research data were analyzed by a two-mean difference test using the Mann-Whitney test. The results of the two-mean difference test using the Mann-Whitney test showed that the average n-gain of students' high-level thinking skills in the experimental class was significantly different from the control class. This means that the average n-gain of students' high-level thinking skills in the experimental class is higher than the n-gain of students' high-level thinking skills in the control class. The results of the study also showed that the average n-gain in the experimental class was in the moderate category. It can be concluded that the stages of the learning cycle using the inquiry learning method are effective in improving students' high-level thinking skills in the reaction rate material.

Kata kunci : high order thinking skills, *inquiry lesson*, *learning cycle reaction rate*