ABSTRAK

EFEKTIVITAS MODEL PEMBELAJARAN INKUIRI TERBIMBING UNTUK MENINGKATKAN PENGUASAAN KOMPETENSI DAN KETERAMPILAN PROSES SAINS PADA MATERI LAJU REAKSI

Oleh

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Penelitian ini bertujuan untuk mendeskripsikan mengenai efektivitas model pembelajaran inkuiri terbimbing untuk meningkatkan penguasaan kompetensi dan keterampilan proses sains pada materi laju reaksi. Penelitian ini menggunakan metode *quasi eksperiment* dengan desain penelitian *equivalent control group*. Populasi penelitian ini adalah seluruh peserta didik kelas XI SMAN 1 Natar dan sampel dalam penelitian ini melibatkan 2 kelas yaitu kelas XI 5 sebagai kelas eksperimen dengan jumlah 35 peserta didik, dan kelas XI 6 sebagai kelas kontrol dengan jumlah 36 peserta didik di SMA Negeri 1 Natar. Data dikumpulkan melalui pretes postes penguasaan kompetensi dan keterampilan proses sains siswa, serta lembar keterlaksanaan rencana model pembelajaran, kemudian dianalisis dan dilakukan perhitungan nilai *n-gain*. Berdasarkan hasil rata-rata *n-gain* peserta didik, penguasaan kompetensi di kelas kontrol sebesar 0,41 yang berkategori sedang dan rata-rata *n-gain* peserta didik kelas eksperimen sebesar 0,73 yang berkategori tinggi. Adapun rata-rata *n-gain* peserta didik keterampilan proses sains kelas kontrol sebesar 0,33 yang berkategori rendah dan rata-rata *n-gain* peserta didik kelas eksperimen sebesar 0,71 yang berkategori tinggi. Pengujian hipotesis menggunakan *independent sample t-test*. Uji hipotesis diperoleh rata-rata *n-gain* penguasaan kompetensi pembelajaran laju reaksi di kelas eksperimen yang menggunakan model inkuiri terbimbing lebih tinggi secara signifikan dari pada rata-rata *n-gain* penguasaan kompetensi pembelajaran laju reaksi di kelas kontrol yang menggunakan pembelajaran konvensional. Berdasarkan hasil uji menunjukkan bahwa model inkuiri terbimbing efektif untuk meningkatkan penguasaan kompetensi dan keterampilan proses sains pada materi laju reaksi.

Kata kunci : inkuiri terbimbing, penguasaan kompetensi, keterampilan proses sains, laju reaksi

ABSTRACT

**THE EFFECTIVENESS OF THE GUIDED INQUIRY LEARNING MODEL
TO IMPROVE MASTERY OF COMPETENCIES AND SCIENCE
PROCESS SKILLS IN REACTION RATES**

By

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This study aims to describe the effectiveness of guided inquiry learning model to improve mastery of competencies and science process skills on reaction rate material. This study uses a quasi-experimental method with an equivalent control group research design. The population of this study was all students of grade XI of SMAN 1 Natar and the sample in this study involved 2 classes, namely class XI 5 as an experimental class with a total of 35 students, and class XI 6 as a control class with a total of 36 students at SMA Negeri 1 Natar. Data were collected through pretest posttest mastery of competencies and science process skills of students, as well as the implementation sheet of the learning model plan, then analyzed and calculated the n-gain value. Based on the results of the average n-gain of students, the mastery of competencies in the control class was 0.41 which is categorized as medium and the average n-gain of students in the experimental class was 0.73 which is categorized as high. The average n-gain of students in the science process skills of the control class was 0.33, which is categorized as low, and the average n-gain of students in the experimental class was 0.71, which is categorized as high. Hypothesis testing used an independent sample t-test. Hypothesis testing obtained an average n-gain of mastery of learning competencies on reaction rates in the experimental class using the guided inquiry model which was significantly higher than the average n-gain of mastery of learning competencies on reaction rates in the control class using conventional learning. Based on the test results, it shows that the guided inquiry model is effective in improving mastery of competencies and science process skills on the material of reaction rates.

Keywords : guided inquiry, competency mastery, process skills science, reaction rate