

## ABSTRAK

### EFEKTIVITAS MODEL PEMBELAJARAN INKUIRI TERBIMBING PADA MATERI LAJU REAKSI UNTUK MENINGKATKAN PENGUASAAN KOMPETENSI DAN SIKAP SISWA TERHADAP PELAJARAN KIMIA

Oleh

**Roihatu Zakia**

Penelitian ini bertujuan untuk membuktikan serta mendeskripsikan efektivitas model pembelajaran inkuiri terbimbing untuk meningkatkan penguasaan kompetensi pembelajaran laju reaksi serta sikap siswa terhadap pelajaran kimia. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan desain *pretest-posttest control group*. Populasi penelitian yaitu seluruh siswa kelas XI SMA Negeri 1 Natar Tahun Ajaran 2025/2026, dengan sampel penelitian yaitu kelas XI.5 dan XI.6 yang dipilih melalui teknik *purposive sampling*. Kelas XI.5 ditetapkan sebagai kelas eksperimen dan kelas XI.6 sebagai kelas kontrol. Instrumen penelitian berupa pretes dan postes penguasaan kompetensi pembelajaran laju reaksi, angket sikap terhadap pelajaran kimia, serta lembar keterlaksanaan rencana pembelajaran. Analisis data dilakukan melalui perhitungan *n-gain* rata-rata, angket sikap, dan keterlaksanaan rencana pembelajaran. Pengujian hipotesis menggunakan uji *independent sample t-test*. Hasil analisis data menunjukkan bahwa nilai *n-gain* rata-rata penguasaan kompetensi pembelajaran laju reaksi pada kelas eksperimen sebesar 0,73 dengan kategori tinggi dan persentase sikap terhadap pelajaran kimia sebesar 81% dengan kategori sangat baik. Uji hipotesis menunjukkan nilai *n-gain* siswa kelas eksperimen secara signifikan lebih tinggi dibandingkan dengan siswa pada kelas kontrol. Berdasarkan hasil tersebut dapat disimpulkan bahwa model pembelajaran inkuiri terbimbing efektif untuk meningkatkan penguasaan kompetensi pembelajaran laju reaksi serta sikap siswa terhadap pelajaran kimia.

**Kata kunci:** inkuiri terbimbing, penguasaan kompetensi, laju reaksi, sikap terhadap pelajaran kimia

## ABSTRACT

### THE EFFECTIVENESS OF THE GUIDED INQUIRY LEARNING MODEL ON REACTION RATE MATERIAL TO IMPROVE STUDENTS' COMPETENCY MASTERY AND ATTITUDE TOWARD CHEMISTRY

By

**Roihatu Zakia**

This study aims to examine and describe the effectiveness of the guided inquiry learning model in improving students' mastery of competencies in reaction rate learning as well as their attitudes toward chemistry. The research employed a quasi experimental method with a pretest–posttest control group design. The population consisted of all eleventh-grade students at SMA Negeri 1 Natar in the 2025/2026 academic year, while the sample included classes XI.5 and XI.6, selected through purposive sampling. Class XI.5 was designated as the experimental group and class XI.6 as the control group. The research instruments consisted of pretest and posttest assessments measuring mastery of reaction rate competencies, an attitude questionnaire toward chemistry, and a learning implementation observation sheet. Data analysis was conducted through the calculation of average N-gain scores, attitude questionnaire results, and the implementation of the lesson plan. Hypothesis testing employed the Independent Sample t-test. The results of data analysis indicate that the average n-gain score of students' mastery of reaction rate learning in the experimental class was 0.73, which falls into the high category, and the percentage of students' attitudes toward chemistry learning was 81%, categorized as very good. The results of the hypothesis testing indicated that the students' n-gain scores in the experimental class were significantly higher than those in the control class. Based on these results, it can be concluded that the guided inquiry learning model is effective in improving students' mastery of reaction rate competencies and their attitudes toward chemistry.

**Keywords:** guided inquiry, competency mastery, reaction rate, attitude toward chemistry lessons