

ABSTRAK

PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING TERHADAP KETERAMPILAN PROSES SAINS PESERTA DIDIK KELAS IV SEKOLAH DASAR

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Permasalahan dalam penelitian ini adalah rendahnya keterampilan proses sains peserta didik kelas IV di SD Negeri 1 Metro Pusat, serta belum diterapkannya pendekatan pembelajaran yang sesuai, khususnya model pembelajaran inkuiri terbimbing. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran inkuiri terbimbing terhadap keterampilan proses sains peserta didik. Penelitian ini termasuk penelitian kuantitatif dengan metode *quasi experimental* menggunakan *non-equivalent control group design*. Populasi pada penelitian ini berjumlah 112 orang peserta didik, dengan sampel sebanyak 53 peserta didik yang ditentukan menggunakan rumus slovin. Teknik pengumpulan data dilakukan melalui teknik tes berupa unjuk kerja *pretest* dan *posttest*, serta non-tes berupa angket dan lembar observasi. Pengujian hipotesis menggunakan uji regresi linear sederhana, yang menunjukkan nilai $F_{hitung} > F_{tabel}$ yaitu $32,646 > 4,24$ dengan nilai signifikansi $0,00 < 0,05$. Dapat disimpulkan bahwa model pembelajaran inkuiri terbimbing berpengaruh signifikan terhadap keterampilan proses sains peserta didik kelas IV SD Negeri 1 Metro Pusat.

Kata kunci: inkuiri terbimbing, keterampilan proses sains, model pembelajaran

ABSTRACT

THE EFFECT OF THE GUIDED INQUIRY LEARNING MODEL ON SCIENCE PROCESS SKILLS OF CLASS 4 ELEMENTARY SCHOOL STUDENTS

By

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The problem in this research was the low science process skills of class 4 students at SD 1 Metro Pusat, as well as the lack of implementation of appropriate learning approaches, specifically the guided inquiry learning model. This research aimed to determine the effect of the guided inquiry learning model on students' science process skills. This research was a quantitative research that employed a quasi-experimental method with a non-equivalent control group design. The population in this research consisted of 112 students, with a sample of 53 students determined using the slovin formula. Data collection techniques were conducted through test techniques in the form of pretest and posttest performance, as well as non-test techniques including questionnaires and observation sheets. Hypothesis testing used a simple linear regression test, which showed an $F_{\text{count}} > F_{\text{table}}$ value of $32.646 > 4.24$ with a significance value of $0.00 < 0.05$. It could be concluded that the guided inquiry learning model had a significant effect on the science process skills of class 4 students at SD 1 Metro Pusat

Keywords:, guided inquiry, science process skills, learning model