ABSTRAK

PENERAPAN MODEL PEMBELAJARAN INKUIRI TERBIMBING DAN INKUIRI TERSTRUKTUR BERBANTUAN LKS UNTUK MENINGKATKAN KETERAMPILAN PROSES SAINS SISWA

Oleh: Taufikur Rahman

Penelitian ini bertujuan untuk mengetahui perbedaan dan peningkatan keterampilan proses sains siswa setelah menerapkan model pembelajaran inkuiri terbimbing berbantuan LKS dan inkuiri terstruktur berbantuan LKS. Metode yang digunakan dalam penelitian ini adalah eksperimen semu *(quasi exsperimental research).*Desain penelitian yang digunakan dalam penelitian ini adalah *one group pretest posttest design.* Sampel dalam penelitian ini kelas eksperimen 1 (penerapan inkuiri terbimbing berbantuan LKS) dan eksperimen 2 (penerapan inkuiri terstruktur berbantuan LKS) Teknik pengumpulan data dalam penelitian ini adalah dengan tes dan lembar observasi, teknik pengolahan data menggunakan statistik uji-t dan uji w*ilcoxon*. Berdasarkan hasil uji normalitas data diperoleh bahwa data keduanya normal. Dari hasil uji-t keterampilan proses sains memiliki nilai signifikansi $0,04<0,05$ sehingga H_0 ditolak dan H_a terima artinya ada perbedaan keterampilan proses sains siswa antara penerapan model pembelajaran inkuiri terbimbing berbantuan LKS dan inkuiri terstruktur berbantuan LKS. Sedangkan hasil uji *wilcoxon* diperoleh nilai signifikansi $0,01<0,05$ sehinggaHo ditolak dan terima Ha artinya ada peningkatan keterampilan proses sains siswa melalui penerapan model pembelajaran inkuiri terbimbing berbantuan LKS dan inkuiri terstruktur berbantuan LKS

Kata Kunci: Inkuiri Terbimbing, Inkuiri Terstruktur, LKS, Keterampilan Proses Sains

ABSTRACT

IMPLEMENTATION OF GUIDED INQUIRY LEARNING AND STRUCTURED INQUIRY ASSISTED WITH WORKSHEETS TO IMPROVE STUDENT SCIENCE PROCESS SKILLS

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This study aims to determine the differences and improvement of students' science process skills after applying the guided inquiry learning model assisted by student worksheets and structured inquiry assisted by student worksheets. The method used in this research is quasi-experimental research. The research design used in this study was a one group pretest posttest design. The samples in this study were experimental class 1 (application of guided inquiry assisted by student worksheets) and experiment 2 (application of structured inquiry assisted by student worksheets). Data collection techniques in this study were tests and observation sheets, data processing techniques used statistical t-test and Wilcoxon test. Based on the results of the data normality test, it was found that both data were normal. From the results of the t-test science process skills have a significance value of $0.04 < 0.05$ so that H0 is rejected and Ha accept means that there is a difference in students' science process skills between the application of guided inquiry learning models assisted by student worksheets and structured inquiry assisted by student worksheets. While the Wilcoxon test results obtained a significance value of $0.01 < 0.05$ so that Ho was rejected and accepted Ha. This means that there is an increase in students' science process skills through the application of guided inquiry learning models assisted by student worksheets and structured inquiry assisted by worksheets.

Keywords: Guided Inquiry, Structured Inquiry, Worksheets, Science Process Skills.