

Penerapan Model *Levels of Inquiry* Berbantuan Tutor Sebaya Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Fisika

Abstrak

Pembelajaran Fisika di sekolah pada umumnya belum melatih kemampuan berinkuri sehingga berpengaruh terhadap hasil belajar fisika siswa. Oleh karenanya dilakukan penelitian menggunakan Model *Levels of Inquiry* Berbantuan Tutor Sebaya dengan desain *One Group Pretest-Posttest Design*. Sampel penelitian terdiri dari 39 siswa kelas X IPA. Pengambilan data melalui soal tes dan lembar observasi. Nilai gain yang dinormalisasi rata-rata hasil belajar aspek kognitif diperoleh sebesar 0,54 dengan kategori sedang. Hasil belajar siswa pada ranah afektif didapatkan keterampilan siswa rata-rata. Pada tingkatan menerima (A1) memiliki persentase IPK 95% termasuk dalam kategori sangat terampil. Pada tingkatan merespon (A2) memiliki persentase IPK 90% termasuk dalam kategori sangat terampil. Pada tingkatan menilai (A3) memiliki persentase IPK 88% termasuk dalam kategori terampil. Pada tingkatan mengorganisasi (A4) memiliki persentase IPK 81% termasuk dalam kategori terampil. Pada tingkatan mengkarakterisasi (A5) memiliki persentase IPK 84% termasuk dalam kategori terampil. Pada ranah psikomotor didapatkan keterampilan siswa rata-rata pada tingkatan memanipulasi (P2) memiliki persentase IPK 90% termasuk dalam kategori sangat terampil. Pada tingkatan mempresisi (P3) memiliki persentase IPK 91% termasuk dalam kategori sangat terampil. Pada tingkatan mengartikulasi (P4) memiliki persentase IPK 90% termasuk dalam kategori terampil. Pada tingkatan menaturalisasi (P5) memiliki persentase IPK 75% termasuk dalam kategori terampil.

Kata kunci: Model *Levels of Inquiry* Berbantuan Tutor Sebaya, Hasil Belajar.

Implementation Levels of Inquiry Model Assisted Peer Tutor To Improve Student Study Results In Physics Education

Physics learning at school as a general rule haven't yet to exercise inquiry skills of student so it gives affect to physics student's achievement. Therefore the research be done using Levels of Inquiry Model with Peer Tutor and quasi experimental and One group Pretest and Posttest Design. Research samples consist of 39 students in X Science class. The data collected with questions test and observation sheet. The average gain score have been normalized of student's achievement in cognitive domain is 0,54 in medium category. The student's achievement in affective domain was gotten average student skill. In receive level (A1) have IPK percentage 95% include to very skilled category. In respond level (A2) have IPK percentage 90% include to very skilled category. In value level

(A3) have IPK percentage 88% include to skilled category. In organization level (A4) have IPK percentage 81% include to skilled category. In characterization level (A5) have IPK percentage 95% include to skilled category. The student's achievement in psicomotor domain was gotten average student skill. In manipulation level (P2) have IPK percentage 90% include to very skilled category. In precision level (P3) have IPK percentage 91% include to very skilled category. In articulation level (P4) have IPK percentage 90% include to very skilled category. In organization level (P5) have IPK percentage 75% include to skilled category.

Key words: Levels of Inquiry Model with Peer Tutor, Students's achievement.