

IMPLEMENTASI MODEL *INQUIRY LAB* UNTUK MENINGKATKAN PRESTASI BELAJAR DAN KEGIATAN OSEAN SISWA SMP

Abstrak

Dalam proses pembelajaran berdasarkan kurikulum 2013, terdapat beberapa tuntutan yang harus dipenuhi oleh seorang guru, sesuai dengan peraturan menteri pendidikan dan kebudayaan No. 65 pada kurikulum 2013, yakni salah satunya adalah pembelajaran proses sebagai penguatan penggunaan pendekatan ilmiah. Selain itu dikuatkan dengan peraturan menteri pendidikan dan kebudayaan No. 81A mengenai implementasi kurikulum yang menyebutkan adanya lima pengalaman belajar pokok dalam proses belajar, yaitu mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengkomunikasi. Namun terdapat beberapa hambatan yang dialami guru untuk dapat memberikan pengalaman belajar kepada siswa. Selain itu berdasarkan studi pendahuluan didapatkan prestasi belajar dan aktifitas siswa yang muncul dalam proses pembelajaran sesuai dengan tuntutan lima pengalaman belajar pokok masih perlu ditingkatkan. Berdasarkan masalah tersebut maka dilakukan penelitian menggunakan model *inquiry lab* untuk meningkatkan prestasi belajar dan kegiatan OSEAN siswa. Kegiatan OSEAN merupakan aktifitas siswa sesuai dengan tuntutan kurikulum 2013 mengenai pengalaman belajar pokok, yakni O (*Observing*), S (*queStioning*), E (*collEcting information*), A (*Associating*), dan N (*commuNicating*). Penelitian dilakukan dengan menggunakan metode *quasi exsperiment* dengan desain *one group pretest-posttest design*. Sampel penelitian 30 siswa kelas VII-14. Pengambilan data dilakukan melalui tes prestasi belajar berupa soal pilihan ganda, *open guided inquiry worksheet*, dan lembar observasi. Hasil penelitian menunjukkan bahwa prestasi belajar siswa meningkat dengan nilai gain yang dinormalisasi 0,56 dalam kategori sedang. Hasil analisis pada aspek kognitifnya menunjukkan siswa mampu menyelesaikan persoalan berfikir tingkat tinggi yakni pada aspek pengetahuan menganalisis (C4). Kegiatan OSEAN berdasarkan hasil lembar observasi menunjukkan peningkatan kegiatan OSEAN dari pertemuan pertama, sedangkan kegiatan OSEAN dilihat dari prosentase ketuntasan *open guided inquiry workheet* selama tiga pertemuan berturut-turut adalah 67%, 100%, dan 100%.

Kata kunci : Kurikulum 2013, *Inquiry Lab*, Prestasi Belajar, Kegiatan OSEAN.

IMPLEMENTATION OF AN INQUIRY LAB MODEL FOR IMPROVING STUDENT LEARNING ACHIEVEMENT AND OSEAN ACTIVITIES IN MIDDLE SCHOOL

Abstract

In the process of learning based on the 2013 curriculum, there are some demands that must be met by a teacher, according to the minister of education and culture regulation No. 65 on the 2013 curriculum, which one of them is the use of reinforcement learning process as scientific approach. In addition, affirm by ministerial of education and culture regulation No. 81A on the implementation of the curriculum mentioned five basic learning experiences in the learning process are observe, questioning, gather information, associate, and communicate. However, there are several barriers that confront teachers to be able to provide a learning experience for students. In addition, based on preliminary studies found students' learning achievements and activities that appear in the learning process according to claim five basic learning experience still needs to be improved. Based on these problems, the research conducted using the inquiry lab models to improve student learning achievement and OSEAN activities. OSEAN activity is an student activity in accordance with the demands of the 2013 curriculum on the subject of learning experience, which is O (Observing), S (questioning), E (Collecting Information), A (associating) and N (communicating). The study was conducted by using the method of quasi exsperiment with one group pretest-posttest design. The research sample of 30 students of 7th-14 class. Data were collected through a learning achievement tests with multiple choice questions, open-guided inquiry worksheet, and observation sheets. The results showed that student achievement increased by 0.56 normalized gain value in the medium category. The results of the analysis on the cognitive aspects of students capable of resolving the issue showed a high level of thinking that is the aspect of analyzing knowledge (C4). OSEAN activities based on the observation sheet result shows an increase in OSEAN activity from the first meeting, while the OSEAN activity seen in the percentage of completeness open guided inquiry workheet for three meetings was 67%, 100%, and 100%.

Keywords: 2013 Curriculum, Inquiry Lab, Learning Achievement, OSEAN Activity.