Pembelajaran IPA Terpadu Tema Tekanan Menggunakan Pendekatan *Levels of Inquiry* Untuk Meningkatkan Keterampilan Proses Sains dan Penguasaan Konsep Siswa SMP

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan proses sains, penguasaan konsep, dan tanggapan siswa SMP setelah pembelajaran IPA terpadu tema Tekanan menggunakan pendekatan *Levels of Inquiry*. Metode yang digunakan dalam penelitian adalah kuasi eksperimen dengan desain *the matching-only pretest-posttest group design*. Subjek penelitian adalah siswa SMP kelas VIII sebanyak 50 orang yang terbagi ke dalam kelas eksperimen I dan kelas eksperimen II. Kelas eksperimen I mendapatkan pembelajaran dengan pendekatan *Levels of Inquiry* jenis *Bounded Inquiry Lab* dan kelas eksperimen II pendekatan *Levels of Inquiry* jenis *Guided Inquiry Lab*. Pengukuran keterampilan proses dan penguasaan konsep menggunakan tes berbentuk pilihan ganda, sedangkan untuk mengetahui tanggapan siswa menggunakan angket. Hasil penelitian menunjukkan peningkatan keterampilan proses sains siswa yang diberi pembelajaran dengan pendekatan *Levels of Inquiry* jenis *Bounded Inquiry Lab* lebih tinggi dibandingkan dengan siswa yang diberi pembelajaran dengan pendekatan *Levels of Inquiry* jenis *Guided Inquiry Lab* dengan perolehan skor rata-rata ‹g› berkategori sedang. Peningkatan penguasaan konsep siswa yang diberi pembelajaran dengan pendekatan *Levels of Inquiry* jenis *Bounded Inquiry Lab* lebih tinggi dibandingkan dengan siswa yang diberi pembelajaran dengan pendekatan *Levels of Inquiry* jenis *Guided Inquiry Lab* dengan perolehan skor rata-rata ‹g› berkategori sedang. Hasil uji beda rerata menunjukkan pembelajaran IPA terpadu tema Tekanan menggunakan pendekatan *Levels of Inquiry* jenis *Bounded Inquiry Lab* secara signifikan dapat meningkatkan keterampilan proses dan penguasaan konsep siswa. Hampir seluruh siswa memberikan tanggapan positif terhadap pembelajaran dengan pendekatan *Levels of Inquiry*.

Kata Kunci: Pendekatan *Levels of Inquiry*, Keterampilan Proses Sains, Penguasaan Konsep, Tema Tekanan

The Integrated Science Learning Theme of Pressure Using Levels of Inquiry Approach To Enhance Junior High School Students's Science Process Skill and The Mastery of Concept

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Abstract

The purpose of this study is to know the science process skills, mastery of concepts, and Junior High School students' responses after the integrated science learning themes of pressure using Levels of Inquiry approach. The methods used in the study was quasi experimental design with the matching-only pretest-posttest group design. The subject of study is the Junior High School class VIII students as many as 50 people are divided into experimental class I and class II. Classroom experiments I get learning with Levels of Inquiry Bounded Inquiry Lab type and classroom experiments II with Levels of Inquiry Guided Inquiry Lab type. Measurement of process skills and mastery of the concept using multiple choice test, whereas to know the response of students use the question form. The results showed an increase in process skills science students that are learning with Levels of Inquiry type of Lab Bounded Inquiry higher than the students who were given a learning Levels of Inquiry type of Guided Inquiry Lab with average score gains normalized ‹g› are medium category. Increased mastery of the concepts students are learning with a given the Levels of Inquiry type of Lab Bounded Inquiry higher than the students who were given a learning Levels of Inquiry type of Guided Inquiry Lab with average score gains normalized ‹g› are medium categories. Test results showed the average difference learning natural science integrated themes of pressure using Levels of Inquiry type of Bounded Inquiry Lab can significantly improve the process skills and mastery of the concepts students. Nearly all the students gave positive response towards the learning with Levels of Inquiry approach.

Keywords: Levels of Inquiry approach, science process skills, mastery of concepts, themes of pressure