

**PENERAPAN *MODEL INQUIRY TRAINING* MENGGUNAKAN METODE
JUST IN TIME TEACHING UNTUK MENINGKATKAN *SELF EFFICACY*
DAN KEMAMPUAN MEMAHAMI MATERI
FLUIDA STATIS SISWA SMK**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: peningkatan *self efficacy* dan kemampuan memahami materi fluida statis siswa SMK dengan penerapan model *Inquiry Training* menggunakan metode *Just in Time Teaching*(IT-JiTT). Keterlaksanaan model pembelajaran *IT-JiTT*, korelasi antara *self effieacacy* dan kemampuan memahami materi. Metode yang digunakan dalam penelitian ini adalah kuasi eksperimental, dengan desain *Non-equivalent groups pretest-posttestt*. Sampel dalam penelitian ini sebanyak dua kelas, pertama kelas eksperimen yaitu kelas X RPL 4 (n=31) siswa diterapkan model *IT-JiTT*, kedua kelas kontrol yaitu X RPL 3 sebanyak 32 siswa diterapkan model konvensional. Materi pelajaran yang menjadi objek dalam penelitian ini adalah materi fluida statis. Instrumen yang digunakan dalam penelitian ini adalah instrument *self efficacy* berupa 30 pernyataan siswa yang diadopsi dari Bandura dan soal tes dalam bentuk pilihan berganda sebanyak 22 soal yang telah divalidasi oleh ahli dan dinyatakan valid dan reliabel, pengambilan data dilakukan pada awal(*pretest*) dan akhir kegiatan pembelajaran(*Posttest*). Analisis data Peningkatan *self efficacy* dan kemampuan memahami materi dihitung dengan rumus *N-gain* berdasarkan data uji adaptasi Hake yang dinormalisasi. Hasilnya peningkatan *self efficacy* kelas eksperimen menunjukkan rata-rata *N-gain* (0,49) lebih tinggi daripada kelas kontrol(0,15) dan kemampuan memahami kelas eksperimen mengalami peningkatan dengan nilai *N-gain* sebesar 0,63 lebih tinggi daripada kelas kontrol sebesar 0,49. Sedangkan dari uji perbedaan dua rata-rata yang dianalisis dengan taraf signifikansi $\alpha = 0,05$ diperoleh nilai sig. (0.000) menunjukkan bahwa siswa kelas eksperimen mengalami peningkatan *self efficacy* dan kemampuan memahami materi yang lebih baik daripada yang kelas kontrol artinya model *IT-JiTT* lebih baik.

Kata Kunci: Model Pembelajaran *Inquiry Training*, *Self efficacy*, Kemampuan Memahami Materi, Fluida Statis

THE APPLICATION OF *INQUIRY TRAINING MODEL* USING *JUST IN TIME TEACHING* METHODE TO IMPROVEMENT *SELF EFFICACY* AND ABILITY TO UNDERSTAND IN STATIC FLUID MATERIAL FOR VOCATIONAL HIGH SCHOOL STUDENT

Abstract

The purpose of this study is to know: the improvement of self efficacy and the ability to understand the static fluid for Vocational High School students with the application of Inquiry Training model using Just in Time Teaching (IT-JiTT) method. Implementation of the learning model of IT-JiTT, the correlation between self-efficacy and the ability to understand the material. The method used in this study was quasi experimental, with the design of Non-equivalent groups pretest-posttest. The sample in this research is two classes, first class experiment is class X RPL 4 (n = 31) students applied IT-JiTT model, both control class that X RPL 3 as many as 32 students applied conventional model. The subject matter that became the object in this research is static fluid material. The instrument used in this study is self efficacy instrument in the form of 30 statements of students adopted from Bandura and test questions in the form of multiple choice as many as 22 questions that have been validated by the expert and declared valid and reliable, data retrieval at the beginning (pretest) and end of activity Learning (Posttest). Data analysis The enhancement of self efficacy and the ability to understand the material were calculated by the N-gain formula based on the normalized Hake adaptation test data. The results of the experimental self-efficacy improvement showed that the average N-gain (0.49) was higher than the control class (0.15) and the ability to understand the experimental class increased with an N-gain value of 0.63 higher than the control class 0.49. While from test of difference of two mean that analyzed with significance level $\alpha = 0,05$ obtained by sig value. (0.000) indicates that the experiment class students experience improved self-efficacy and better comprehension skills than the control class means the IT-JiTT model is better.

Keywords: *Models Teaching Inquiry With Just In Time Teaching Methode, Self efficacy, improvement of ability to understand material, Fluida Statis*