ABSTRAK

Penelitian ini mengambil judul "Pembelajaran Inkuiri Terbimbing Terhadap Keterampilan Proses Sains dan Penguasaan Konsep Siswa SMA pada Materi Hidrolisis Garam". Penelitian dilakukan di kelas XI IPA salah satu SMA di Kota Bandung yang terdiri atas 30 siswa kelompok eksperimen dan 30 siswa kelompok kontrol. Tujuan utama penelitian ini adalah untuk meningkatkan keterampilan proses sains dan penguasaan konsep siswa SMA melalui penggunaan model pembelajaran inkuiri terbimbing. Metode penelitian yang digunakan adalah *quasi experiment*, dengan desain penelitian *pretest-posttest nonequivalent control group design*. Data penelitian diambil melalui tes tertulis berbentuk uraian. Hasil penelitian menunjukkan bahwa pembelajaran inkuiri terbimbing dapat meningkatkan keterampilan proses sains siswa dengan *N-gain* sebesar 58,32%, yang termasuk kriteria sedang. Keterampilan paling tinggi, yaitu keterampilan memilih dan menggunakan alat dan bahan dengan *N-gain* = 64,63% yang termasuk kategori sedang, sedangkan keterampilan paling rendah yaitu merumuskan masalah dengan *N-gain* = 49,67% termasuk kategori sedang. Sejalan dengan itu, peningkatan penguasaan konsep siswa dengan *N-gain* sebesar 54,44% termasuk kategori sedang. Sementara itu, keterampilan proses sains dengan penguasaan konsep siswa memiliki hubungan kuat (r = 0,6398). Berdasarkan hasil penelitian, secara umum dapat disimpulkan bahwa model pembelajaran inkuiri terbimbing dapat meningkatkan keterampilan proses sain dan penguasaan konsep siswa.

Kata Kunci: Keterampilan proses sains, penguasaan konsep, inkuiri terbimbing, hidrolisis garam.

ABSTRACT

This research topic is "Guided Inquiry Learning on Process Skills of Science and Mastery of High School Students Concept on Topic Salt Hydrolysis ". The research was conducted in class XI IPA of one high school in Bandung City consisting of 30 students of experimental group and 30 students of control group. The aim of this research is to improve the science process skills and mastery of high school student concepts through the use of guided inquiry learning model. The research method used is quasi experiment, with pretest-posttest research design nonequivalent control group design. The research data is taken through a written test in the form of a description. The results showed that guided inquiry learning could improve students' science process skills with N-gain of 58,32%, which included moderate criteria. Highest skill, ie skill of choosing and using tools and materials with N-gain = 64,63% , including medium category, while the lowest skill is formulation of the problem with N-gain = 49,67%, including medium category. In line with that, the improvement of students' concept mastery with N-gain is 54,44% including medium category. Meanwhile, the skill of science process with mastery of student concept has strong relation (r = 0,6398). Based on the result of research, generally it can be concluded that the guided inquiry learning model can improve the science process skill and mastery of student concept.

Keywords: Skill of science process, concept mastery, guided inquiry, salt hydrolysis.