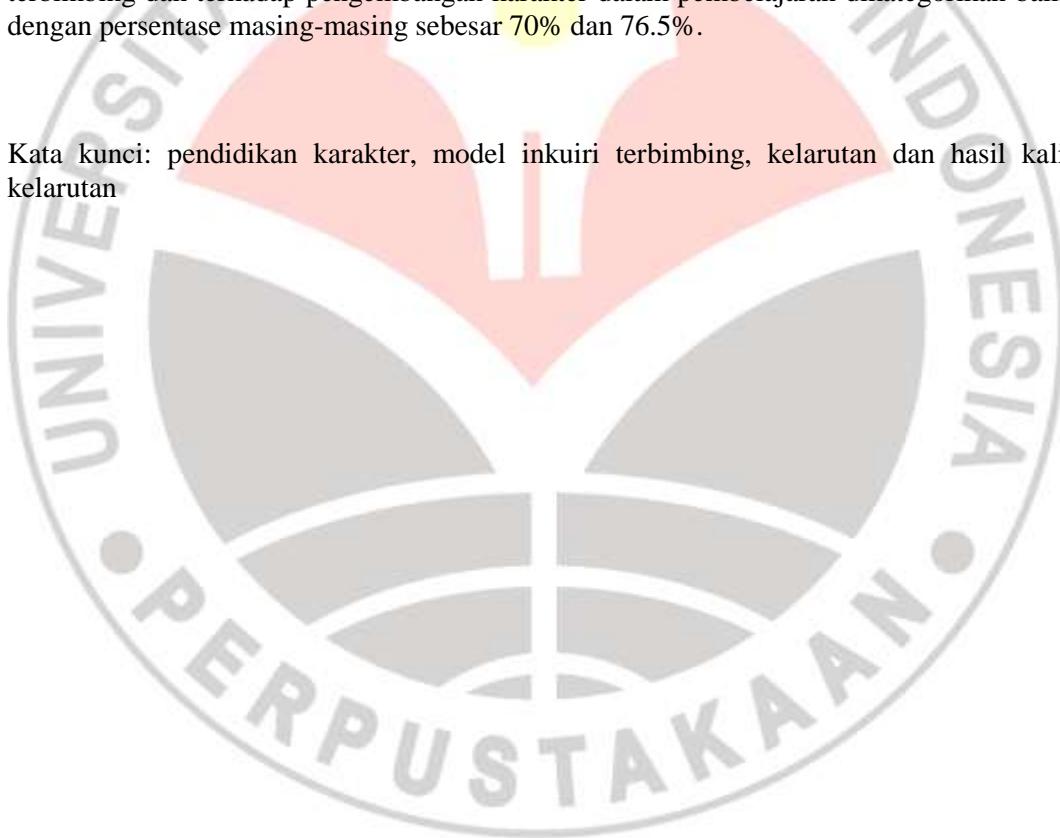


ABSTRAK

Penelitian dengan judul Analisis Pengembangan Karakter Siswa Melalui Pembelajaran Inkuiri Terbimbing pada Topik Kelarutan dan Hasil Kali Kelarutan bertujuan memperoleh gambaran tentang pengembangan nilai-nilai karakter siswa melalui pembelajaran inkuiri terbimbing pada topik kelarutan dan hasil kali kelarutan. Penelitian menggunakan metode eksperimen dengan subjek penelitian 35 siswa SMA kelas XII dari salah satu sekolah di kota Cimahi. Instrumen penelitian yang digunakan terdiri atas lembar observasi, lembar kerja siswa, dan angket skala sikap. Hasil penelitian menunjukkan keterlaksanaan pembelajaran 87% untuk kegiatan siswa, 93.67% untuk kegiatan guru, dan dikategorikan baik. Dalam pembelajaran menggunakan model ini ada 23 karakter yang dikembangkan dan 8 karakter yang mempunyai hubungan korelasi positif dengan kegiatan berinkuiri, $r = 0.729$. Kedelapan karakter tersebut yaitu kerja sama, mandiri, komunikatif, disiplin, peduli lingkungan, jujur, memecahkan masalah, dan saling menghargai. Tingkat kepuasan siswa terhadap penggunaan model inkuiri terbimbing dan terhadap pengembangan karakter dalam pembelajaran dikategorikan baik dengan persentase masing-masing sebesar 70% dan 76.5%.

Kata kunci: pendidikan karakter, model inkuiri terbimbing, kelarutan dan hasil kali kelarutan



ABSTRACT

This study was about Analysis of Students Character Development through Guided Inquiry Learning in Topic Solubility and Solubility Product. This study was aimed to gain the picture about development of student characters values through guided inquiry learning in topic solubility and solubility product. This study employed experimental method in which the subject was 35 students of Senior High School at twelfth grade in one of school in Cimahi. The instruments of this study were observation sheet, student sheet, and questionnaire of attitude scale. The result of this study showed that conducted learning 87 % for students activity, 93.67% for teacher activity and those were categorized as good. The learning using this model was 23 developed characters and 8 characters had positive correlation in which inquired activity, $r = 0.729$. The eighth characters were cooperation, independent, communicative, discipline, care about environment, honest, problem solving, respect to each other. Satisfaction level of students through the use of guided inquiry model and character development in learning were good with each percentage was 70% and 76.5 %.

Key words: character education, guided inquiry model, solubility and solubility product, student's character.

