

**MOTIVASI BERPRESTASI DAN KETERAMPILAN BERPIKIR KREATIF
SISWA SMK MELALUI PEMBELAJARAN BERBASIS INKUIRI PADA
TOPIK LARUTAN ELEKTROLIT DAN NON ELEKTROLIT**

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Abstrak

Telah dilakukan penelitian tentang motivasi berprestasi dan keterampilan berpikir kreatif siswa SMK melalui pembelajaran berbasis inkuiri pada topik larutan elektrolit dan non elektrolit. Tujuan studi ini adalah untuk mendapatkan gambaran mengenai peningkatan keterampilan berpikir kreatif dan motivasi berprestasi siswa SMK yang mendapatkan pembelajaran berbasis inkuiri dibandingkan dengan siswa yang mendapatkan pembelajaran konvensional. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain *randomized control group pretest-posttest design*. Subjek penelitian adalah 36 orang siswa kelas X di salah satu SMK di Kabupaten Kuningan, Provinsi Jawa Barat. Instrumen penelitian yang digunakan adalah tes keterampilan berpikir kreatif berbentuk tes tertulis, jenis esai dan motivasi berprestasi siswa berbentuk skala sikap terkait materi larutan elektrolit dan non elektrolit. Hasil penelitian menunjukkan bahwa peningkatan keterampilan berpikir kreatif siswa yang mendapatkan pembelajaran berbasis inkuiri lebih tinggi dibandingkan dengan siswa yang mendapatkan pembelajaran konvensional. Hal ini diindikasikan oleh nilai taraf signifikansi 0,000 yakni lebih kecil dari 0,05. Hasil analisis data peningkatan motivasi berprestasi menunjukkan bahwa peningkatan motivasi berprestasi siswa yang mendapatkan pembelajaran berbasis inkuiri lebih tinggi dibandingkan dengan siswa yang mendapatkan pembelajaran konvensional. Hal ini berdasarkan skor signifikansi nilai taraf signifikansi 0,000 yakni lebih kecil dari 0,05.

Kata Kunci: Pembelajaran berbasis inkuiri, larutan elektrolit dan non elektrolit, keterampilan berpikir kreatif, dan motivasi berprestasi siswa.

**ACHIEVEMENT MOTIVATION AND CREATIVE THINKING SKILL OF VOCATIONAL
HIGH SCHOOL STUDENTS THROUGH INQUIRY – BASED LEARNING ON
ELECTROLYTE AND NON ELECTROLYTE TOPIC**

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Abstract

A study on achievement motivation and creative thinking skills of vocational high school students has been conducted through inquiry based learning on electrolyte and non electrolyte topic. The purpose of this study was to obtain an overview of the improvement of creative thinking skills and achievement motivation of vocational school students who received inquiry-based learning compared to students who received conventional learning. The research method used was quasi-experimental design with randomized control group pretest-posttest design. The research subjects were 36 students of class X in one of the vocational schools in Kuningan, West Java. The research instrument used was a test of creative thinking skills in the form of essay type written test and student achievement motivation in the form of attitude scale related to electrolyte and non-electrolyte solution material. The results showed that the improvement of creative thinking skills of students who received inquiry-based learning was higher than students who received conventional learning. This is indicated by the value of the significance level of 0,000 which is smaller than 0.05. The results of data analysis on increasing achievement motivation showed that the improvement in student achievement motivation that received inquiry-based learning was higher than students who received inquiry learning. This is based on the significance score of the significance level of 0.000 which is smaller than 0.05.

Keywords: Inquiry-based learning, electrolyte and non-electrolyte topic, creative thinking skills, and achievement motivation.

