ABSTRAK

Arnita Wilianingsih (1222060012): Peningkatan *Science Inquiry Skills* Menggunakan Model *Guided Inquiry Learning* Pada Materi Sistem Indera

Science Inquiry Skills merupakan keterampilan dalam penyelidikan ilmiah. *Guided Inquiry Learning* merupakan model pembelajaran penyelidikan berbasis bimbingan. Tujuan penelitian untuk menganalisis peningkatan *Science Inquiry Skills* menggunakan model *Guided Inquiry Learning* pada materi sistem indera. Penelitian ini menggunakan metode *quasi experiment* dengan *non-equivalent control group design*. Penelitian dilaksanakan disalah satu SMA Negeri Kota Bandung menggunakan teknik *purposive sampling* dengan jumlah sampel 64 siswa. Instrumen penelitian meliputi, tes *science inquiry skills*, lembar observasi keterlaksanaan pembelajaran, dan angket respon siswa. Keterlaksanaan aktivitas guru dan siswa mencapai kriteria sangat baik. Peningkatan *Science Inquiry Skills* memperoleh *N-gain* sebesar 0,72 dengan kriteria tinggi pada kelas eksperimen dan 0,44 dengan kriteria sedang pada kelas kontrol. Peningkatan indikator *Science Inquiry Skills* tertinggi pada *analyze and interpret data*, sedangkan terendah pada *design scientific investigations*. Hasil uji hipotesis menunjukkan terdapat perbedaan peningkatan *Science Inquiry Skills* antara kelas eksperimen dan kelas kontrol. dengan nilai *Asymp. Sig. (2-tailed)* 0,000 < 0,05. Angket respon siswa mencapai kriteria baik sebesar 75,14%. Pembelajaran dengan *Guided Inquiry Learning* dapat diterapkan pada materi sistem indera dalam meningkatkan *Science Inquiry Skills.*

Kata Kunci: *Guided Inquiry Learning*, *Science Inquiry Skills*, Sistem Indera

ABSTRACT

Arnita Wilianingsih (1222060012): *Improving Science Inquiry Skills Using the Guided Inquiry Learning Model on the Human Sensory System*

Science Inquiry Skills refer to skills involved in scientific inquiry, while Guided Inquiry Learning is an inquiry-based learning model that provides guidance throughout the learning process. This study aimed to analyze the improvement of Science Inquiry Skills using the Guided Inquiry Learning model on the human sensory system. The study employed a quasi-experimental method with a non-equivalent control group design. The research was conducted at a public senior high school in Bandung using purposive sampling with 64 students. The instruments included a Science Inquiry Skills test, observation sheets, and a student response questionnaire. Teacher and student activities achieved a very good criterion. The N-gain score was 0.72 (high) in the experimental class and 0.44 (moderate) in the control class. The highest improvement was found in analyze and interpret data, while the lowest was found in design scientific investigations. Hypothesis testing showed a significant difference in the improvement of Science Inquiry Skills between the experimental and control classes (Asymp. Sig. (2-tailed) = 0.000 < 0.05). Student responses reached a good criterion (75.14%). The Guided Inquiry Learning model can be applied to improve Science Inquiry Skills on the human sensory system.

Keywords: Guided Inquiry Learning, Science Inquiry Skills, Sensory System