ABSTRAK

MITHA AMALIA: "Peningkatan Hasil Belajar Kognitif Siswa Menggunakan Model Pembelajaran *Guided Inquiry* berbantu *Nearpod* Pada Materi Sistem Pernapasan"

IPA (Ilmu Pengetahuan Alam) merupakan mata pelajaran yang proses pembelajarannya mencari tahu (*Inquiry*). Penelitian ini bertujuan untuk menganalisis peningkatan hasil belajar kognitif siswa pada materi sistem pernapasan menggunakan model *guided inquiry* berbantu *nearpod*. Metode yang digunakan *pre-eksperimental* dengan desain *one group pre-test-posttest*. Teknik pengambilan sampel dengan teknik sampling jenuh. Instrumen penelitian yang digunakan tes hasil belajar kognitif, lembar observasi, dan angket respon siswa. Hasil penelitian menunjukkan peningkatan hasil belajar kognitif siswa berada pada kriteria sedang sebesar 0.55. Berdasarkan uji *Wilcoxon* nilai Whitung $(0) \leq$ Wtabel (89), maka H_0 ditolak dan H_1 diterima, artinya dengan model pembelajaran *guided inquiry* berbantu *nearpod* dapat meningkatkan hasil belajar kognitif siswa pada materi sistem pernapasan manusia. Uji Z score menunjukkan bahwa Z_{hitung} (-0.218) > Z_{tabel} (-1.65) maka H_1 ditolak dan H_0 diterima, artinya pembelajaran dengan model *guided inquiry* berbantu *nearpod* hasil belajar tidak kurang dari 70 dari kriteria ideal yang ditetapkan. Kualitas proses pembelajaran dengan model *guided inquiry* berbantu *nearpod* yang seluruhnya dapat terlaksana dengan sangat baik dengan persentase aktivitas guru 97% dan peserta didik 92%, dan siswa merespon dengan baik terhadap model pembelajaran *guided inquiry* berbantu *nearpod* pada materi sistem pernapasan dengan persentase 81.29%.

Kata Kunci : *Guided Inquiry*, Hasil Belajar Kognitif, *Nearpod*, Sistem pernapasan

ABSTRACK

MITHA AMALIA: *"Improving Students' Cognitive Learning Outcomes Using Nearpod-Assisted Guided Inquiry Learning Models on Respiratory System Materials"*

Science (Natural Sciences) is a subject whose learning process is to find out (Inquiry). This study aims to analyze the improvement of students' cognitive learning outcomes on the respiratory system material using a nearpod-assisted guided inquiry model. The method used is pre-experimental with a one group pre-test-posttest design. Sampling technique with saturated sampling technique. The research instruments used are cognitive learning outcomes tests, observation sheets, and student response questionnaires. The results showed that the increase in student cognitive learning outcomes was at a moderate criterion of 0.55. Based on the Wilcoxon test, Whitung's score (0) ≤ Wtabel (89), H_0 was rejected and H_1 was accepted, meaning that the nearpod-assisted guided inquiry learning model could improve students' cognitive learning outcomes on human respiratory system material. The Z score test showed that Z_{hitung} (-0.218) > Z_{tabel} (-1.65) then H_1 was rejected and H_0 was accepted, meaning that learning with a nearpod-assisted guided inquiry model of learning outcomes was not less than 70 of the ideal criteria set. The quality of the learning process with a nearpod assisted guided inquiry model which can all be carried out very well with a percentage of teacher activity of 97% and students of 92%, and students respond well to the nearpod-assisted guided inquiry learning model on the respiratory system material with a percentage of 81.29%.

Keywords: *Cognitive Learning Outcomes, Guided Inquiry, Nearpod, Respiratory system*