

## ABSTRAK

**Nelvarina:** Perbandingan Model Pembelajaran Inkuiri Terbimbing dan Inkuiri Terstruktur terhadap Keterampilan Berpikir Sistem (KBS) Siswa pada Materi Sistem Ekskresi

Keterampilan berpikir sistem merupakan keterampilan berpikir tingkat tinggi di Abad ke-21. Penelitian bertujuan untuk menganalisis perbedaan KBS siswa antara kelas inkuiri terbimbing dengan inkuiri terstruktur pada materi sistem ekskresi. Jenis penelitian menggunakan quasi eksperimen dengan desain penelitian *Nonequivalent Control Group*. Subyek penelitian berjumlah sebanyak 72 siswa di salah satu SMA Negeri Kota Bandung. Instrumen penelitian menggunakan lembar observasi keterlaksanaan pembelajaran, soal tes uraian terbatas yang dibuat berdasarkan indikator KBS, dan lembar angket kendala. Keterlaksanaan aktivitas guru dan siswa secara keseluruhan, baik kelas inkuiri terbimbing maupun inkuiri terstruktur mencapai kriteria sangat baik pada setiap pertemuan. Peningkatan KBS siswa pada kelas inkuiri terbimbing diperoleh nilai *N-Gain* sebesar 0,73 berkriteria tinggi. Kelas inkuiri terstruktur diperoleh nilai *N-Gain* sebesar 0,56 berkriteria sedang. Hasil uji hipotesis menunjukkan bahwa terdapat perbedaan yang signifikan pada KBS siswa antara kelas inkuiri terbimbing dengan inkuiri terstruktur. Sebagian kecil siswa pada kedua kelas inkuiri mengalami kendala pada saat membuat hipotesis, menganalisis data, dan merancang percobaan hanya pada kelas inkuiri terbimbing. Hasil penelitian mengindikasikan bahwa KBS siswa pada kelas inkuiri terbimbing lebih baik dibandingkan kelas inkuiri terstruktur. Inkuiri terbimbing dapat digunakan untuk membekalkan KBS siswa.

**Kata Kunci:** Inkuiri Terbimbing, Inkuiri Terstruktur, Keterampilan Berpikir Sistem, Sistem Ekskresi

## ABSTRACT

***Nelvarina:*** *Comparison of Guided Inquiry and Structured Inquiry Learning Models on Students' Systems Thinking Skills (KBS) on Excretion System Material*

*Systems thinking skills are high-order thinking skills in the 21st century. The aim of this study was to analyze the differences in KBS students between guided inquiry classes and structured inquiry on excretory system material. This type of research uses a quasi-experimental research design with Nonequivalent Control Group. The research subjects totaled 72 students in one of the Bandung City State Senior High Schools. The research instrument used observation sheets of learning implementation, limited description test questions made based on KBS indicators, and constraint questionnaire sheets. The overall implementation of teacher and student activities, both guided inquiry and structured inquiry classes, achieved very good criteria at each meeting. The increase in KBS students in the guided inquiry class obtained an N-Gain value of 0.73 with high criteria. The structured inquiry class obtained an N-Gain value of 0.56 with moderate criteria. The results of the hypothesis test showed that there were significant differences in students' KBS between guided inquiry and structured inquiry classes. A small number of students in both inquiry classes experienced problems when making hypotheses, analyzing data, and designing experiments only in the guided inquiry class. The results of the study indicated that the KBS of students in the guided inquiry class was better than the structured inquiry class. Guided inquiry can be used to equip students with KBS.*

***Keywords:*** *Guided Inquiry, Structured Inquiry, Systems Thinking Skills, Excretory System*