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STUDI KOMPARASI MODEL PEMBELAJARAN INKUIRI TERBIMBING DENGAN MODEL PEMBELAJARAN AUDITORY INTELLECTUALLY REPETITION (AIR) TERHADAP KETERAMPILAN PROSES SAINS SISWA

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui perbedaan keterampilan proses sains siswa sekolah dasar antara penggunaan model pembelajaran Inkuiri Terbimbing dan model pembelajaran Auditory Intellectually Repetition (AIR). Penelitian ini menggunakan metode kuantitatif dengan desain quasi experiment, melibatkan dua kelas eksperimen di SD Negeri Sidomulyo 04. Kelas V A sebagai kelas eksperimen 1 dengan menggunakan model Inkuiri Terbimbing, sedangkan kelas V B sebagai kelas eksperimen 2 menggunakan model Auditory Intellectually Repetition (AIR). Data keterampilan proses sains dikumpulkan melalui tes (pretest dan posttest), angket, serta lembar observasi. Analisis data menggunakan uji independent sample t-test untuk melihat perbedaan hasil kedua kelompok. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara keterampilan proses sains siswa yang diajar menggunakan model Inkuiri Terbimbing dan model AIR, dengan nilai signifikansi 0,025 (<0,05). Nilai rata-rata posttest kelas Inkuiri Terbimbing sebesar 77,38, lebih tinggi dibandingkan kelas AIR dengan nilai rata-rata 72,68. Hasil angket dan observasi juga menunjukkan keterlibatan dan kemampuan proses sains siswa lebih baik pada kelompok Inkuiri Terbimbing. Temuan ini mengindikasikan bahwa model Inkuiri Terbimbing lebih efektif dalam meningkatkan keterampilan proses sains karena memberikan pengalaman belajar berbasis penyelidikan, percobaan, analisis data, dan penarikan kesimpulan secara langsung. Penelitian ini menyimpulkan bahwa model Inkuiri Terbimbing lebih unggul dibandingkan model AIR dalam mengembangkan keterampilan proses sains siswa sekolah dasar, sehingga dapat menjadi rekomendasi bagi guru dalam memilih model pembelajaran yang sesuai untuk pembelajaran sains.

Kata Kunci: Inkuiri Terbimbing, Auditory Intellectually Repetition (AIR), Keterampilan Proses Sains, Pembelajaran IPA Sekolah Dasar.

ABSTRACT
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A COMPARATIVE STUDY OF THE GUIDED INQUIRY LEARNING MODEL AND THE AUDITORY, INTELLECTUALLY, REPETITION (AIR) LEARNING MODEL ON STUDENTS' SCIENCE PROCESS SKILLS

ABSTRACT

The purpose of this study is to determine the differences in elementary school students' science process skills when using the Guided Inquiry learning model compared to the Auditory Intellectually Repetition (AIR) model. This research employed a quantitative approach with a quasi-experimental design, involving two experimental classes at SD Negeri Sidomulyo 04. Experimental class 1 used the Guided Inquiry model, while experimental class 2 applied the Auditory Intellectually Repetition (AIR). Data on science process skills were collected through tests (pretest and posttest), questionnaires, and observation sheets. Data analysis was conducted using an independent sample t-test to examine differences between the two groups. The results of the study indicate a significant difference between the science process skills of students taught using the Guided Inquiry model and those taught using the AIR model, with a significance value of 0.025 (<0.05). The posttest average score of the Guided Inquiry class was 77.38, higher than the AIR class, which scored an average of 72.68. Questionnaire and observation results also show that students' engagement and science process skills were better in the Guided Inquiry group. These findings suggest that the Guided Inquiry model is more effective in improving science process skills because it provides learning experiences based on investigation, experimentation, data analysis, and drawing conclusions directly. This study concludes that the Guided Inquiry model is more effective than the AIR model in developing elementary students' science process skills, making it a recommended learning model for science instruction.

Keywords: *Guided Inquiry, Auditory Intellectually Repetition (AIR), Science Process Skills, Science Learning Elementary Students.*