

ABSTRAK

DINI ANGGRAENI: “Penerapan Model Pembelajaran *Guided Inquiry* berbasis *Pictorial Riddle* Terhadap Kemampuan Pemahaman Konsep Peserta Didik pada Sub Materi Sistem Indera Manusia”

Penelitian ini dilatarbelakangi oleh kesulitan peserta didik dalam memahami konsep-konsep biologi yang diajarkan oleh guru. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, menganalisis keterlaksanaan, dan menguji hipotesis penerapan model pembelajaran *guided inquiry* berbasis *pictorial riddle* terhadap kemampuan pemahaman konsep peserta didik pada sub materi sistem indera manusia. Metode penelitian yang digunakan adalah *pre-eksperiment* dengan desain *one-group pretest-posttest design*. Sampel ditentukan dengan teknik *purposive sampling* sebanyak dua kelas, yaitu kelas XI MIPA 3 dan XI MIPA 4. Hasil penelitian menunjukkan bahwa (1) hasil validasi RPP 80,67% dan LKPD 82%, (2) rata-rata keterlaksanaan aktivitas guru di kelas XI MIPA 3 92,1% dan XI MIPA 4 86,8%, sedangkan rata-rata keterlaksanaan aktivitas peserta didik di kelas XI MIPA 3 81,5% dan kelas XI MIPA 4 78,95%, (3) hasil analisis nilai *pretest* dan *posttest* kelas XI MIPA 3 dan XI MIPA 4 meningkat pada nilai *posttest*. Hasil pengujian hipotesis menggunakan uji *t-paired* pada XI MIPA 3 memperoleh nilai t_{hitung} (17,89) > t_{tabel} (2,03), sedangkan XI MIPA 4 nilai t_{hitung} (16,8) > t_{tabel} (2,02). Kesimpulannya, maka H_0 ditolak dan H_a diterima artinya terdapat perbedaan yang signifikan antara kemampuan pemahaman konsep peserta didik pada sub materi sistem indera manusia sebelum dan sesudah penerapan model *guided inquiry* berbasis *pictorial riddle*.

Kata Kunci : *Guided Inquiry, Pictorial Riddle, perencanaan, pelaksanaan, pemahaman konsep*

ABSTRACT

This research is motivated by the difficulty of students in understanding Biological concepts taught by the teacher. This study aims to describe the planning, analyze implementation, and test the hypothesis of the application of the guided inquiry learning model based on a pictorial riddle to the ability to the students' understanding of concepts in the sub-material of the human sensory system. The research method used was a pre-experiment with a one-group pretest-posttest design. The sample was determined by purposive sampling technique in two classes, namely class XI MIPA 3 and XI MIPA 4. The results showed that (1) the results of RPP validation were 80.67% and LKPD 82%, (2) the average implementation of teacher activities in class XI MIPA 3 92,1% and XI MIPA 4 86,8%, while the average activity of students in class XI MIPA 3 81,5% and class XI MIPA 4 78,95%, (3) the results of the analysis of pretest scores and posttest class XI MIPA 3 and XI MIPA 4 increased in the posttest value. The results of hypothesis testing using a paired t-test on XI MIPA 3 obtained t count (17.89) > t table (2.03), while XI MIPA 4 t count (16.8) > t table (2.02). The conclusion is tcount > t table, then H_0 is rejected and H_a is accepted, meaning that there is a significant difference between the ability of studens to understand the concept in sub material of the human sense system before and after the application of the guided inquiry model based on a pictorial riddle.

Key word : *Guided Inquiry, Pictorial Riddle, planning, implementation, understanding concepts*