ABSTRAK

Widhesthi Ratri Wuranci. K4314055. **Pengaruh Model Pembelajaran *Group Investigation* (GI) dan Inkuiri Terbimbing terhadap Keterampilan Proses Sains Terintegrasi Ditinjau dari Kemampuan Akademik Siswa.** Skripsi, Surakarta : Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, Mei 2018.

Penelitian ini bertujuan untuk mengetahui : 1) pengaruh pemberian model pembelajaran *group investigation* dan inkuiri terbimbing teradap keterampilan proses sains terintegrasi siswa, 2) pengaruh kemampuan akademik siswa terhadap keterampilan proses sains terintegrasi siswa, 3) ada tidaknya interaksi antara model pembelajaran *group investigation* dan inkuiri terbimbing dengan kemampuan akademik siswa terhadap keterampilan proses sains terintegrasi. Penelitian ini merupakan penelitian *quasi experiment* dengan desain *pre-posttest only with nonequivalent group design* dengan rancangan faktorial 2x2. Populasi penelitian adalah seluruh siswa kelas X IPA SMA Batik 2 Surakarta Tahun Pelajaran 2018/2019. Sampel dipilih menggunakan teknik *intact class*. Sampel terdiri dari dua kelas, yaitu kelas perlakuan 1 dengan model *group investigation* dan kelas perlakuan 2 dengan model inkuri terbimbing. Pengumpulan data keterampilan proses sains terintegrasi menggunakan metode tes, data kemampuan akademik siswa menggunakan dokumentasi nilai UN SMP mata pelajaran IPA, dan data keterlaksanaan model pembelajaran dilaksanakan dengan metode observasi. Analisis data menggunakan uji Anakova dengan taraf signifinaksi 5% dengan *pretest* sebagai kovariat.

Kesimpulan dari penelitian ini adalah ada pengaruh model pembelajaran *group investigation* dan inkuiri terbimbing terhadap keterampilan proses sains terintegrasi, ada pengaruh kemampuan akademik terhadap keterampilan proses sains terintegrasi, dan tidak ada interaksi antara model pembelajaran *group investigation* dan inkuiri terbimbing dengan kemampuan akademik siswa terhadap keterampilan proses sains terintegrasi.

Kata Kunci: *group investigation*, inkuiri terbimbing, keterampilan proses sains, kemampuan akademik siswa, kuasi eksperimen

ABSTRACT

Widhesti Ratri Wuranci. K4314055. **The Effect of Group Investigation (GI) and Guided Inquiry Learning Models to The Integrated Science Process Ability Considered from Students' Academic Ability**. Thesis, Surakarta: Teacher Training and Education Program of Sebelas Maret University, October 2018.

This Study aimed to know: 1) The effect of implementing Group Investigation (GI) and Guided Inquiry learning models to the students' integrated science process ability, 2) The effect of students' academic ability to the students' integrated science process ability, 3) the existence of the interaction between group investigation learning model and guided inquiry learning model with students' academic ability to the students' integrated science process ability. This study was a quasi experimental research using pre-posttest only with nonequivalent group design with 2x2 factorial plan. The population of this study was all of the students at X grade of Science class in Batik 2 Surakarta Senior High School year of academic 2018/2019. The sample was chosen using intact class technique. The sample was consisted of two classes, they were experiment class 1 with group investigation model and experiment class 2 with guided inquiry model. The data collection for students' integrated science process ability was using test model, for students' academic ability data was using the documentation of National Test score in Junior High School of Science subject, and for learning model experiment data was using observation method. The data analysis was using Anakova test of 5% significance with pretest as the covariant.

The conclusions of this study were there was the effect of implementing group investigation and guided inquiry learning models to the students' integrated science process ability, there was the effect of students' academic ability to the integrated science process ability, and there was no effect to the interaction between group investigation learning model and guided inquiry learning model with students' academic ability to the students' integrated science process ability,

Keywords: group investigation, guided inquiry, science process ability, students' academic ability, quasi experimental