

Yuni Candrika Dewi. 2023. *Reduksi Miskonsepsi Siswa pada Materi Unsur, Senyawa dan Campuran Melalui Model Pembelajaran Guided inquiry*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Aida Fikriyah.

ABSTRAK

Penelitian dilakukan untuk mengetahui keefektifan model pembelajaran *guided inquiry* dalam mereduksi miskonsepsi siswa pada materi unsur, senyawa dan campuran. Penelitian menggunakan metode kuantitatif dengan desain penelitian *pre-experimental* dengan bentuk *one-group pretest-posttest design*. Sampel yang digunakan yaitu kelas VIII-D sebanyak 26 siswa dengan pemilihan sampel secara *purposive sampling*. Penelitian dilakukan di SMP Negeri 2 Saronggi Tahun pelajaran 2022/2023. Identifikasi miskonsepsi siswa menggunakan tes diagnostik *three-tier*. Teknik pengumpulan data menggunakan tes, lembar observasi keterlaksanaan pembelajaran, angket respons siswa dan dokumentasi. Berdasarkan hasil penelitian dapat disimpulkan bahwa (1) Model pembelajaran *guided inquiry* efektif dalam mereduksi miskonsepsi siswa pada materi unsur, senyawa dan campuran dengan uji hipotesis yang diperoleh yaitu nilai *Asymp.sig* $0,00 < 0,05$, (2) Model pembelajaran *guided inquiry* mampu mereduksi miskonsepsi siswa dari rata-rata sebesar 51,92 menjadi 18,46, (3) Hasil keterlaksanaan pembelajaran dengan model pembelajaran *guided inquiry* sebesar 93% dengan kategori sangat baik, (4) Respons siswa terhadap model pembelajaran *guided inquiry* sangat baik dengan rata-rata nilai sebesar 80%.

Kata kunci : campuran, miskonsepsi, model *guided inquiry*, senyawa, tes diagnostik *three-tier*, unsur.

Yuni Candrika Dewi. 2023. *Reduction of Student's Misconception on the Material of Element, Compound, and Mixtures by Using the Guided Inquiry Learning Model*. Thesis, Science Education Study Program, Faculty of Education, Trunojoyo University Madura. Supervisor : Aida Fikriyah.

ABSTRACT

This research aims to find out the effectiveness of the guided inquiry learning model in reducing student misconceptions on the material of element, compound and mixture. The research used a descriptive quantitative method using pre-experimental research design using a one group pretest-posttest design. The research sample is class VIII-D with the sampling technique used is purposive sampling. The research was conducted in SMPN 2 Saronggi of the 2022/2023 academic year. Identification of the student misconception was obtained by using a three-tier diagnostic test. Data collection techniques using tests, questionnaires, observation and documentation. Based on the result of the research, it can be concluded that: (1) There is an effectiveness of the guided inquiry learning model in reducing student misconceptions on the material of element, compound and mixture by testing the hypothesis obtained $Asymp.sig < 0,05$ ($0,00 < 0,05$), (2) the guided inquiry learning model can reducing student misconception from an average 51,92 to 18,46, (3) the implementation of learning of the guided inquiry learning model obtained a percentage of 93% with a very good category, (4) student responses to guided inquiry learning model is very good with a percentage 80%.

Keywords : element, compound, guided inquiry learning model, misconceptions, mixtures, three-tier diagnostic test.