

MOTIVASI DAN HASIL BELAJAR KIMIA SISWA SMA NEGERI 4 SINGARAJA DENGAN PEMBELAJARAN INKUIRI TERBIMBING MELALUI DARING

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ABSTRAK

Tujuan penelitian ini adalah mendeskripsikan dan menjelaskan motivasi dan hasil belajar siswa kelas XI MIA SMA Negeri 4 Singaraja dalam pembelajaran kimia dengan topik larutan penyangga melalui inkuiri terbimbing secara *online* dalam suasana pandemik *Covid-19*. Penelitian merupakan penelitian korelasional antara motivasi dan hasil belajar. Sampel pada penelitian ini adalah 4 kelas XI MIA di SMA Negeri 4 Singaraja. Hasil penelitian yang diperoleh (1) Motivasi belajar siswa dominan tergolong tinggi (53%). (2) Hasil belajar siswa dominan tergolong sangat rendah (64%). (3) Uji korelasi *spearman* menunjukkan koefisien korelasi sebesar 0,042 yang tidak signifikan pada taraf signifikansi 0,05 pada uji dua arah. Temuan ini menunjukkan pengaruh positif motivasi belajar terhadap hasil belajar tidak serta merta terjadi. Kualitas sasaran proses dan hasil belajar dengan pendekatan saintifik dalam situasi belajar yang kurang mendukung, seperti siswa belum terbiasa menggunakan pendekatan saintifik, *social distancing*, dan keterbatasan dukungan sarana dan prasarana belajar untuk pembelajaran yang hanya melalui daring cenderung melemahkan kontribusi positif motivasi belajar terhadap hasil belajar kimia khususnya topik larutan penyangga melalui inkuiri terbimbing.

Kata kunci: *motivasi belajar kimia, hasil belajar kimia, inkuiri terbimbing, belajar daring.*

**MOTIVATION AND STUDENT LEARNING OUTCOMES OF SMA
NEGERI 4 SINGARAJA USING GUIDED INQUIRY LEARNING BY
ONLINE**

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ABSTRACT

The purpose of this study is to describe and explain the motivation and student learning outcomes of 11th grade Science of SMA Negeri 4 Singaraja in learning chemistry with the topic of buffer through guided inquiry by online in the pandemic situation of Covid-19. The research is a correlational study between motivation and learning outcomes. The samples in this study were 4 class students of 11th grade Science of SMA Negeri 4 Singaraja. The results obtained (1) Student motivation is dominantly high (53%). (2) The learning outcomes of dominant students are classified as very low (64%). (3) Spearman correlation test shows a correlation coefficient of 0.042 which is not significant at the 0.05 significance level in the two-way test. This finding shows the positive effect of learning motivation on learning outcomes does not necessarily occur. The quality of learning process goals and outcomes with a scientific approach in learning situations that are less supportive, such as students not accustomed to using scientific approaches, social distancing, and the limited support of learning facilities and learning targets for learning only through online tend to weaken the positive contribution of learning motivation to learning outcomes in chemistry especially the topic of buffer solutions through guided inquiry.

Key words: *chemistry learning motivation, chemistry learning outcomes, guided inquiry, online learning.*