

ABSTRAK

Telaumbanua, Yosef Darwin Telaumbanua, 212117088, Pengaruh Model Pembelajaran *Inkuiry* Terhadap kemampuan Berpikir Komputasi dan *Self-efficacy* Siswa, Skripsi, Pembimbing Netti Kariani Mendrofa, S.Pd., M.Pd.

Penelitian ini bertujuan untuk; 1) Mengetahui pengaruh model pembelajaran *inkuiry* terhadap kemampuan berpikir komputasi siswa, 2) Mengetahui pengaruh model pembelajaran *inkuiry* terhadap *self-efficacy* siswa dan 3) Mengetahui pengaruh model pembelajaran *inkuiry* terhadap kemampuan berpikir komputasi dan *self-efficacy* siswa. Penelitian ini merupakan jenis penelitian kuantitatif menggunakan metode eksperimen semu dengan populasi penelitian adalah siswa kelas XI, serta instrumen yang digunakan dalam penelitian ini adalah tes dan angket. Hasil penelitian yang diperoleh rata-rata persentase tes awal secara berturut-turut kelas eksperimen dan kelas kontrol 38,911 dan 33,468 kategori rendah, dan untuk tes akhir diperoleh rata-rata persentase kelas eksperimen 59,484 kategori sedang dan kelas kontrol 43,161 kategori rendah. Berdasarkan pengujian hipotesis diperoleh 1) Nilai $t_{hitung} = 5,290 > t_{tabel} = 1,69$ maka, tolak H_0 dan terima H_1 yang berarti “Ada pengaruh model pembelajaran *Inkuiry* terhadap kemampuan berpikir komputasi siswa” 2) Nilai $Z_{hitung} = 3,686 > Z_{tabel} = 1,96$. maka tolak H_0 dan terima H_1 yang berarti “Ada pengaruh model pembelajaran *Inkuiry* terhadap *Self-efficacy* siswa” 3) *Multivariate Analysis of Variance* dengan signifikan $0,000 < 0,05$ maka menunjukkan bahwa ada perbedaan signifikan antara kelompok-kelompok data dan dapat disimpulkan bahwa maka tolak H_0 dan terima H_1 yang berarti “Ada pengaruh model pembelajaran *Inkuiry* terhadap Kemampuan Berpikir Komputasi dan *Self-efficacy* siswa”.

Kata Kunci : Model Pembelajaran *Inkuiry*, Kemampuan Berpikir Komputasi, *Self-efficacy*

ABSTRACT

Telaumbanua, Yosef Darwin Telaumbanua, 212117088, The Influence of Inquiry Learning Model on Computational Thinking Ability and Self-Efficacy of Students, Thesis, Supervisor Netti Kariani Mendrofa, S.Pd., M.Pd.

This research aims to: 1) Determine the influence of the inquiry learning model on students' computational thinking ability, 2) Determine the influence of the inquiry learning model on students' self-efficacy, and 3) Determine the influence of the inquiry learning model on students' computational thinking ability and self-efficacy. This research is a type of quantitative research using a quasi-experimental method with the research population being eleventh-grade students, and the instruments used in this research are tests and questionnaires. The research results obtained an average percentage of the initial test consecutively for the experimental class and the control class of 38.911 and 33.468 in the low category, and for the final test, the average percentage obtained for the experimental class was 59.484 in the medium category and the control class was 43.161 in the low category. Based on hypothesis testing, it was obtained: 1) The value of $t_{count} = 5.290 > t_{table} = 1.96$, thus, reject H_0 and accept H_1 which means "There is an influence of the inquiry learning model on students' computational thinking ability." 2) The value of $Z_{count} = 3.686 > Z_{table} = 1.96$, thus reject H_0 and accept H_1 which means "There is an influence of the inquiry learning model on students' self-efficacy." 3) Multivariate Analysis of Variance with a significance of $0.000 < 0.05$ indicates that there is a significant difference between the groups of data and it can be concluded that thus reject H_0 and accept H_1 which means "There is an influence of the inquiry learning model on students' Computational Thinking Ability and Self-Efficacy."

Keywords: Inquiry Learning Model, Computational Thinking Ability, Self - efficacy.