

ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui adanya perbedaan sikap ilmiah antara peserta didik yang menggunakan strategi *inquiring minds want to know* dan strategi *active knowledge sharing* dan (2) mengetahui adanya perbedaan penguasaan konsep antara peserta didik yang menggunakan strategi *inquiring minds want to know* dan strategi *active knowledge sharing*.

Penelitian ini merupakan penelitian eksperimen semu dengan desain “*Nonequivalent Control Group Design*”. Populasi penelitian ini berjumlah 224 peserta didik. Sampel dalam penelitian ini dilakukan dengan teknik sampel terpilih (*sampling purposive*) sehingga diperoleh peserta didik kelas VIII B sebagai kelas eksperimen 1 dengan perlakuan strategi *inquiring minds want to know* dan peserta didik kelas VIII A sebagai kelas eksperimen 2 dengan perlakuan strategi *active knowledge sharing*. Instrumen yang digunakan dalam penelitian ini berupa (1) tes, (2) lembar observasi sikap ilmiah, dan (3) lembar keterlaksanaan strategi *inquiring minds want to know* dan *active knowledge sharing*. Analisis yang digunakan untuk menguji hipotesis penelitian menggunakan aplikasi SPSS 18.0 yaitu uji *independent sample t-test*.

Hasil penelitian menyimpulkan bahwa tidak terdapat perbedaan yang signifikan pada sikap ilmiah dan penguasaan konsep antara peserta didik yang menggunakan strategi *inquiring minds want to know* dan *active knowledge sharing* dengan nilai P berturut-turut sebesar 0,083 dan 0,050 pada taraf signifikan $\alpha = 0,05$. Hasil menunjukkan bahwa hipotesis penelitian ini ditolak ($p>0,05$). Hal ini terjadi karena strategi *inquiring minds want to know* dan strategi *active knowledge sharing* memiliki karakteristik yang sama sehingga tidak memiliki perbedaan yang signifikan pada sikap ilmiah dan penguasaan konsep.

Kata Kunci : Strategi *inquiring minds want to know*, strategi *active knowledge sharing*, sikap ilmiah, penguasaan konsep.

ABSTRACT

This research aims to (1) know the differences of the scientific attitude between the students using the inquiring minds want to know strategy and active knowledge sharing strategy, and (2) to know the differences of the mastery of the concepts between the students using the inquiring minds want to know strategy and active knowledge sharing strategy.

This research is a quasi-experimental design with nonequivalent control group design. The study population numbered 224 students. The sample in this study was done by using the selected sample (purposive sampling) in order to obtain learners VIII B as the experimental class 1 with a treatment of inquiring minds want to know strategy and learners class VIII A as the experimental class 2 with the treatment of active knowledge sharing strategy. The instrument used in this research were (1) test mastery of the concepts, (2) the observation sheet scientific attitude, and (3) the report sheet of inquiring minds want to know strategy and active knowledge sharing strategy. The analysis used to test research hypotheses using SPSS 18.0 is test of independent sample t-test.

The results of the research concluded that there are no significant differences in the scientific attitude and mastery of the concepts among learners who use the inquiring minds want to know strategy and active knowledge sharing strategy with a P value of 0.083 and 0,050 at significant level $\alpha = 0,05$. The results of the research indicate that the hypothesis is rejected. This happens because inquiring minds want to know strategy and active knowledge sharing strategy has the same characteristics so that there are no significant differences on the scientific attitude and mastery concepts.

Keywords: Inquiring minds want to know strategy, active knowledge sharing strategy, the scientific attitude, mastery of the concepts.