

ABSTRAK

Penelitian ini dilatarbelakangi oleh kenyataan bahwa sebagian besar siswa masih kurang inisiatif dan kurang percaya diri saat proses pembelajaran. Kesulitan ini disebabkan karena kreativitas dan percaya diri siswa masih kurang dalam proses pembelajaran. Tujuan penelitian untuk mengetahui penerapan model pembelajaran *Inquiry* mampu meningkatkan kreativitas, percaya diri, dan hasil belajar siswa pada mata pelajaran pengolahan dan penyajian makanan. Metode pengumpulan sampel penelitian yaitu *purposive sampling*. Hasil penelitian mendapatkan hasil melalui penerapan model pembelajaran *inquiry* di kelas XII TB 2 SMK Pariwisata Dalung berhasil meningkatkan kreativitas, percaya diri, dan hasil belajar siswa. Pada penelitian hasil Uji hipotesis dengan perhitungan Uji T berpasangan (*Paired sample t-test*) yang membandingkan antara *pretest-posttest* kreativitas, percaya diri, dan hasil belajar menunjukkan signifikan sebesar $0.000 < 0.05$, dengan demikian H_0 ditolak; H_a diterima dan dapat dinyatakan terdapat peningkatan kreativitas, percaya diri, dan hasil belajar siswa pada mata pelajaran pengolahan dan penyajian makanan melalui penerapan model pembelajaran *inquiry*.

Kata kunci: Model Pembelajaran *Inquiry*, kreativitas, percaya diri, hasil belajar siswa.

ABSTRACT

This research is motivated by the fact that most students still lack initiative and confidence during the learning process. This difficulty is due to students' lack of creativity and confidence in the learning process. The purpose of the study was to determine the application of the Inquiry learning model to improve students' creativity, confidence, and learning outcomes in food processing and serving subjects. The method of collecting research samples is purposive sampling. The results of the study obtained the results through the application of the inquiry learning model in class XII TB 2 SMK Pariwisata Dalung succeeded in increasing creativity, confidence, and student learning outcomes. In the research, the results of hypothesis testing with the calculation of the Paired sample t-test which compares the pretest-posttest of creativity, confidence, and learning outcomes show a significance of $0.000 < 0.05$, H_0 is rejected; H_a is accepted and it can be stated that there is an increase in creativity, confidence, and student learning outcomes in food processing and serving subjects through the application of the inquiry learning model.

Keywords: Inquiry Learning Model, creativity, confidence, student learning outcomes.