ABSTRAK

Elty. 2017. Identifikasi Proses Kognitif Siswa SMA Kelas XI Dalam Model Pembelajaran Inkuiri Materi Hukum Archimedes Studi Kasus Di SMA Negeri 11 Yogyakarta dan SMA Negeri 1 Prambanan. Skripsi Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta

Penelitian ini bertujuan untuk mengidentifikasi proses kognitif siswa saat melakukan eksperimen mengenai materi hukum Archimedes. Kegiatan eksperimen dirancang dalam model pembelajaran Inkuiri. Identifikasi proses kognitif siswa dilakukan dengan mengacu pada taksonomi Bloom hasil revisi Anderson dan Krathwohls.

Penelitian ini bersifat kualitatif. Penelitian dilaksanakan pada bulan Mei – Juni 2017. Responden berjumlah empat orang siswa SMA kelas XI yang berasal dari dua SMA yang berbeda. penelitian dilaksanakan secara langsung tanpa pemberian materi terlebih dahulu. Data proses kognitif siswa diperoleh dari hasil observasi dan wawancara. Observasi dilakukan dengan dua tahap yaitu obervasi kinerja dan observasi hasil LKS (Lembar Kerja Siswa). Lembar kerja siswa yang digunakan dibuat sesuai dengan sintaks pembelajaran Inkuiri.

Hasil penelitian menunjukkan bahwa: Eksperimen yang didesain dalam model pembelajaran inkuiri dapat melatih kemampuan berpikir tingkat tinggi siswa. Hal ini dibuktikan dari hasil analisis yang memperlihatkan bahwa semua responden teridentifikasi pada tahap *High Order Thinking Skills*.

Kata kunci: Identifikasi, *High Order Tingking Skills*, Taksonomi Bloom revisi Anderson dan Krathwohls

ABSTRACT

Elty. 2017. Identification of Cognitive Process High School Students Class XI in Model Inquiry Learning Law Material Archimedes Case Study In SMA Negeri 11 Yogyakarta and SMA Negeri 1 Prambanan. Thesis Physics Education Program, Department of Mathematics and Natural Sciences Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta

This research aims to identify students' cognitive processes while conducting an experiment in the Archimedes Law. These experimental activities are designed using Inquiry learning model. It is referring to the Bloom's taxonomy which is revised by Anderson and Krathwohls.

This research is a qualitative research. It conducted in May - June 2017. The respondents were four high school students from class XI who came from two different senior high schools. Research is carried out directly without the provision of material first. Student cognitive process data obtained from observation and interview. The observations were conducted in two stages: observation of performance and observation of LKS results (Student Worksheet). The student worksheets made in accordance with the Inquiry learning syntax.

The results show that: Experiments designed in the inquiry model can train students' high-order thinking skills. This evidenced by the results of the analysis showing that all respondents identified at the stage of High Order Thinking Skills. The cognitive processes identified in the learning activities which designed in the Inquiry learning model include: recognizing, recalling, interpreting, explaining, executing, and implementing which are a low-level thinking stages. Organizing, attributing, examining, and formulating which are the stages of high-level thinking.

Keywords: Cognitive Process, The Revision of Bloom's Taxonomy by Anderson and Krathwohls, Inquiry