

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Cornelis Andreniko. 2011. *PENINGKATAN KEMAMPUAN BERTANYA SISWA SEKOLAH DASAR DALAM PELAJARAN FISIKA MELALUI KEGIATAN MEMBACA TEKS DAN MENGOBSERVASI GEJALA FISIKA*. Skripsi. Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma. Yogyakarta.

Menurut pendekatannya, penelitian ini adalah penelitian eksperimen-studi kasus. Berdasarkan jenis data dan cara analisisnya, adalah penelitian kuantitatif-kualitatif. Penelitian ini bertujuan untuk mengetahui kemampuan bertanya siswa dalam belajar fisika sebelum pembelajaran fisika melalui kegiatan membaca teks dan mengobservasi gejala fisika, mengetahui kemampuan bertanya siswa dalam belajar fisika melalui kegiatan membaca teks, mengetahui kemampuan bertanya siswa dalam belajar fisika melalui kegiatan mengobservasi gejala fisika, mengetahui seberapa besar peningkatan kemampuan bertanya siswa dalam belajar fisika melalui kegiatan membaca teks, mengetahui seberapa besar peningkatan kemampuan bertanya siswa dalam belajar fisika melalui kegiatan mengobservasi gejala fisika.

Penelitian ini dilakukan di SD Negeri Timbulharjo, Maguwoharjo, Sleman, Yogyakarta pada tanggal 3 Maret 2011 sampai 17 Maret 2011. Partisipan penelitian adalah siswa-siswi kelas IV.

Penelitian ini didesain mencakup empat tahap, yang terdiri dari pembuatan instrumen, observasi, mengajar dengan kegiatan membaca teks, dan mengajar dengan kegiatan mengobservasi gejala fisika.

Hasil penelitian menunjukkan bahwa (1) kemampuan bertanya siswa dalam belajar fisika sebelum pembelajaran fisika melalui kegiatan membaca teks dan mengobservasi gejala fisika masuk kualifikasi sangat kurang, baik dari segi kualitatif maupun kuantitatif; (2) kemampuan bertanya siswa dalam belajar fisika melalui kegiatan mengobservasi gejala fisika masuk kategori tinggi jika dilihat dari segi kuantitatif, namun jika dilihat dari segi kualitatif kemampuan bertanya siswa dalam belajar fisika melalui kegiatan mengobservasi gejala fisika masuk kategori rendah; (3) kemampuan bertanya siswa dalam belajar fisika melalui kegiatan membaca teks masuk kategori tinggi jika dilihat dari segi kuantitatif, namun jika dilihat dari segi kualitatif kemampuan bertanya siswa dalam belajar fisika melalui kegiatan membaca teks masuk kategori rendah; (4) dibandingkan kemampuan awal, peningkatan kemampuan bertanya siswa dalam belajar fisika melalui kegiatan membaca teks secara kuantitatif sebesar 37 pertanyaan atau 925%. Secara kualitatif, terjadi peningkatan jumlah pertanyaan tingkat tinggi dari 0 (nol) menjadi sebanyak 5 pertanyaan; (5) dibandingkan kemampuan awal, peningkatan kemampuan bertanya

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siswa dalam belajar fisika melalui kegiatan mengobservasi gejala fisika secara kuantitatif sebesar 46 pertanyaan atau 1150%. Secara kualitatif, terjadi peningkatan jumlah pertanyaan tingkat tinggi dari 0 (nol) menjadi sebanyak 8 pertanyaan.



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ABSTRACT

Cornelis Andreniko. 2011. ENHANCING THE ABILITY OF ELEMENTARY SCHOOL STUDENTS ASK LESSONS IN PHYSICAL ACTIVITY READING THROUGH TEXT AND PHYSICAL SYMPTOMS OBSERVED. Thesis. Physical Education Studies Program, Department of Education Mathematics and Natural Sciences, Faculty of Teachers Training and Education. University of Sanata Dharma. Yogyakarta.

According to the approach, this research is experimental research of case studies. Based on the types of data and analytical way, is the quantitative-qualitative research. This study aims to determine the ability of students to ask in learn physics before physics learning through reading text and observed physical symptoms, know the ability of students to ask in learn physics by reading the text, knowing the ability of students to ask in learn physics through observing physical symptoms, find out how large increase in the ability students to ask in learn physics by reading the text, find out how much the increase in the ability students to ask in learn physics through observing physical symptoms.

This research was done at Timbulharjo Primary School, Maguwoharjo, Sleman, Yogyakarta on March 3rd, 2011 to March 17th, 2011. Study participants were students of class IV.

This study was designed covers four stages, which consist of the manufacture of instruments, observation, teaching with the text reading, and teaching with the activities of observation physical symptoms.

Results showed that (1) the ability of students to ask in learn physics before learning physics through text reading activities and observation physical symptoms to qualify is lacking, both in terms of qualitative and quantitative, (2) the ability of students to ask in learn physics through observation of physical symptoms activity categorized as high if viewed in terms of quantitative, but qualitative terms of the ability of students to ask in learn physics through observation of physical symptoms activity into a low category, (3) the ability of students to ask in learn physics by reading the text into the high category if viewed in terms of quantitative, but qualitative terms of the ability of students to ask in learn physics by reading the text into categories of low, (4) than the initial capability, increased ability of students to ask in learn physics through the text reading activity quantitatively by 37 questions or 925%. Qualitatively, an increase in the number of high-level questions from 0 (zero) to as much as 5 questions, (5) than the initial capability, increased ability to ask students to learn physics through activity observed in quantitative physical symptoms of 46 questions, or 1150%. Qualitatively, an increase in the number of high-level questions from 0 (zero) to as much as 8 questions.