ABSTRAK

Yuli Widyaningsih, 081134177. 2010. Efektivitas Pembelajaran IPA pada Materi Pokok Proses Pembentukan Tanah karena Pelapukan pada Siswa Kelas V SD Kanisius Kintelan I melalui Metode Inkuiri Terbimbing dalam Hal Pencapaian Hasil Belajar.

Penelitian ini bertujuan untuk mengetahui apakah pembelajaran proses pembentukan tanah karena pelapukan pada siswa kelas V SD Kanisius Kintelan I dengan metode inkuiri terbimbing dalam hal pencapaian hasil belajar efektif.

Penelitian dilaksanakan di SD Kanisius Kintelan I Yogyakarta pada bulan April 2010. Dalam penelitian ini yang menjadi subyek penelitian adalah peserta didik kelas V di SD Kanisius Kintelan I Yogyakarta. Penelitian ini menggunakan metode inkuiri terbimbing dalam mata pelajaran IPA materi pokok proses pembentukan tanah karena pelapukan dan KKM yang akan dicapai adalah 62. Teknik pengumpulan datanya dengan menggunakan pretes dan postes. Setelah dilakukan pretes dan postes maka diadakan pengujian perbedaan mean skor pretes dan mean skor postes.

Hasil dari penelitian ini menunjukan bahwa pembelajaran proses pembentukan tanah karena pelapukan menggunakan metode inkuiri terbimbing dalam hal pencapaian hasil belajar sangat efektif. Hal ini dibuktikan dengan adanya peningkatan hasil belajar. Pada waktu dilakukan pretes hanya delapan siswa dari tiga puluh dua siswa atau 25 % siswa yang mencapai KKM sedangkan setelah dilakukan pembelajaran dengan metode inkuiri terbimbing dan dilakukan pretes banyak siswa yang mencapai KKM yaitu dua puluh tujuh siswa dari tiga puluh dua siswa atau 84, 37 % siswa yang mencapai KKM. Sedangkan untuk mean pretes ($\bar{x}_1$) adalah 50,8 ; mean postes ($\bar{x}_2$) adalah 76,6 dan t_{obs} adalah 11,12. Setelah dilakukan uji t dengan taraf signifikansi 5 % maka harga kritisnya adalah 2,042. Hal ini berarti H_0 di tolak dan berarti ada perbedaan secara signifikan antara mean pretes dan mean postes.

Kata kunci : proses pembentukan tanah, pelapukan, metode inkuiri terbimbing, hasil belajar

ABSTRACT

Yuli Widyaningsih, 081134177. 2010. The Effectiveness of Science Teaching Learning Activity on the topic of Soil Forming Process Caused by Weathering for the Grade V Elementary School Students of SD Kanisius Kintelan I Using Guided Inquiry Method in terms of the Students' Learning Achievement.

The objective of the research is to find out the effectiveness of teaching learning activity using guided inquiry method in teaching Soil Forming Process Caused by Weathering for the grade V elementary school students of SD Kanisius Kintelan I. The effectiveness is measured by observing the result of the students' learning achievement.

The research was conducted in April 2010 at SD Kanisius Kintelan I Yogyakarta. The research participants were grade V students of this elementary school. The research scrutinized the use of closed inquiry method in teaching learning activity to teach Science (IPA), on the topic of Soil Forming Process Caused by Weathering. KKM (*Kriteria Ketuntasan Minimal*) or 'the criteria of the minimum score to be passed' that wanted to be reached was 62. The research used pre-test and post-test as the data gathering technique. Having done the pre-test and post-test, the researcher measured the difference between the mean of pre-test scores and the mean of post-test scores.

The result of the research is that teaching Science on the topic of Soil Forming Process Caused by Weathering using closed inquiry method is fairly effective. It is proved by the increase of learning achievement. When pre-test was conducted, there were only eight students of thirty students who fulfilled the KKM, or it was 25% of the students reaching KKM. However, in the post-test, which was conducted after the teaching learning activity using closed inquiry method was done, there were twenty seven students of thirty students who fulfilled the KKM, or it was 84,37% of the students reaching KKM. The pre-tests' mean ($\bar{x}_1$) was 5,08; the post-tests' mean ($\bar{x}_2$) was 7,66 and the t_{obs} was 11,7. After the t test was conducted on the significance scale 5%, the critical point was 2,042. It means H_0 was not applicable and it means there was a significant difference between the pre-tests' mean and the post-tests' mean.

Keywords: Soil Forming Process, Weathering, Guided Inquiry Method, Learning Result