

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Penelitian ini memiliki dua tujuan, yaitu mengetahui pengaruh penerapan metode inkuiri terhadap prestasi belajar dan kemampuan berpikir kritis – afektif umum siswa kelas V SDK Ganjuran Yogyakarta pada semester genap 2010/2011. Variabel penelitian ini, adalah variabel independen berupa metode inkuiri, serta variabel dependen berupa prestasi belajar dan berpikir kritis - afektif umum.

Penelitian ini merupakan penelitian *Quasi Eksperimental* tipe *Non-ekuivalent Control Group Design*. Penelitian dilaksanakan pada bulan maret 2011 di SD Kanisius Ganjuran Yogyakarta, dengan subjek siswa kelas VA sebagai kelompok eksperimen dan VB sebagai kelompok kontrol. Penelitian dilakukan pada mata pelajaran IPA, materi pembentukan tanah akibat pelapukan batuan, menggunakan metode inkuiri terbimbing. Pelaksana pembelajaran dalam penelitian ini adalah guru mata pelajaran IPA. Peneliti berperan sebagai pengamat. Teknik pengumpulan datanya menggunakan pre-test dan post-test pada kedua kelompok. Selanjutnya data ditabulasikan ke dalam excel, lalu dilakukan uji normalitas data, dilanjutkan uji perbedaan skor rata-rata pre-test dan post-test kelompok eksperimen, kemudian menguji perbedaan selisih rata-rata pada kelompok eksperimen dan kelompok kontrol, yang terakhir adalah menguji dan meranking kenaikan tiap indikator.

Hasil analisis menunjukkan bahwa metode inkuiri tidak berpengaruh positif dan signifikan terhadap selisih prestasi belajar siswa. Dibuktikan besarnya *Assymp. Sig. (2-tailed) > 0,05*, yaitu 0,354. Maka H_{null} diterima dan H_i ditolak. Berarti metode inkuiri tidak meningkatkan prestasi belajar. Meskipun demikian, rata-rata selisih prestasi belajar kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Dibuktikan besarnya *Assymp. Sig. (2-tailed) < 0,05*, yaitu 0,004, sehingga H_{null} ditolak dan H_i diterima. Selanjutnya, hasil penelitian menunjukkan bahwa metode inkuiri memiliki pengaruh positif dan signifikan terhadap selisih kemampuan berpikir kritis – afektif umum. Dibuktikan besarnya *Assymp. Sig. (2-tailed) < 0,05*, yaitu 0,001. Maka H_{null} ditolak dan H_i diterima. Berarti metode inkuiri meningkatkan kemampuan berpikir kritis - afektif umum siswa. Selanjutnya, analisis membandingkan rata-rata selisih kemampuan berpikir kritis kelompok eksperimen dan kontrol, menyatakan besar *Assymp. Sig. (2-tailed) < dari 0,05*, yaitu 0,024. Maka H_{null} ditolak dan H_i diterima.

Kata kunci : batuan, pelapukan, proses pembentukan tanah, metode inkuiri terbimbing, prestasi belajar, kemampuan berpikir kritis – afektif umum.

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ABSTRACT

The research was an experiment of Quasi Experimental with type of Non-Equivalent Control Group Design. This research was conducted in March 2011 in SD Kanisius Ganjuran Yogyakarta. The subjects in this research were the 5th grade in group A students as a class experiment class and control class for the 5th grade students in group B.

The experimental was done in IPA, the material of soil formation due to rock weathering and it was done using the guided inquiry method. The implementer of the learning in the research was IPA teacher, while the researcher acted as observer. The data collection technique was done using the pre-test and post-test in both classes, then tabulated data into Microsoft Excel. Afterwards, the research was carried out using the test score differences in the average pre-test, post-test experimental group, and then it should be tested by making the difference in average increase in scores in the experimental group, and control group. For the last step is testing and ranking the increase in each indicator.

The result of this research indicates that the method of inquiry does not affect the increase of learning achievement for the students. It is proven by the magnitude $\text{sig. (2-tailed)} > 0.05$, that is equal to 0,354. Thus, H_{null} is accepted and H_1 is rejected. It means the inquiry method doesn't increase the learning achievement. However, the increase of the average achievement of the experimental class is higher than the average increase in learning achievement of control class. This is proven by the results of the statistical analysis, which shows the magnitude $\text{sig. (2-tailed)} < 0.05$, that is equal to 0.004, so the H_{null} is rejected and H_1 is accepted. Then, the result of the experiment shows that the inquiry method has positive and significant influence and toward the difference of the skill of the student's critically general affective thinking. It is proven that the enormity of $\text{Assymp. Sig. (2-tailed)} < 0,05$, that is 0,001. Thus, H_{null} is rejected and H_1 is accepted. It means the inquiry method increased the skill of the student's critically general affective thinking. Then, the analysis compares the average of difference of the skill of critical thinking and control experiment group states that enormity of $\text{Assymp. Sig (2-tailed)} < 0,05$ that is 0,024. Then H_{null} is rejected and H_1 is accepted.

Key words: rock, weathering, the process of soil formation, guided inquiry method, learning achievement, critical thinking skill, ability of critically general affective thinking