

ABSTRAK**RAGAM IMPLEMENTASI PENDEKATAN SAINTIFIK PADA
PEMBELAJARAN KURIKULUM 2013 DI SALAH SATU SD
KABUPATEN SLEMAN**

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Penelitian ini bertujuan untuk mendeskripsikan ragam implementasi pendekatan saintifik pada pembelajaran kurikulum 2013 di salah satu SD Kabupaten Sleman. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian kepala sekolah, guru dan peserta didik di kelas IA dan kelas IVC. Metode pengumpulan data yang dilakukan berupa observasi, wawancara, kuesioner, dan dokumentasi. Teknik analisis data menggunakan model Miles & Huberman yaitu tahap pengumpulan data, tahap reduksi data, tahap *display* atau penyajian data, dan tahap penarikan kesimpulan/ verifikasi.

Hasil penelitian menunjukkan bahwa implementasi pendekatan saintifik dalam proses pembelajaran yang dilakukan oleh guru kelas IA dan guru kelas IVC sudah beragam dilaksanakan baik dalam kegiatan mengamati, menanya, mengumpulkan informasi, menalar, dan mengkomunikasikan. Namun, kegiatan menanya di kelas IA dan IVC masih ada yang kurang sesuai dengan pemahaman guru dan juga pendapat para ahli serta belum maksimal dilaksanakan. Di kelas IA siswa tidak terlihat atau jarang memberi pertanyaan mengenai apa yang baru saja dipelajari. Sementara, kegiatan menanya di kelas IVC siswa sudah memberi pertanyaan dari gambar, bacaan, video atau percobaan yang diamati. Kegiatan menanya di kelas IA dan IVC hanya didominasi oleh guru dalam memberikan pertanyaan kepada siswa bukan sebaliknya.

Kata kunci : Implementasi, Pendekatan Saintifik, dan Proses Pembelajaran.

ABSTRACT

THE VARIOUS IMPLEMENTATIONS OF SCIENTIFIC APPROACH IN CURRICULUM 2013 LEARNING AT ONE OF ELEMENTARY SCHOOL SLEMAN REGENCY

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This study aims to describe the various implementations of scientific approaches in learning the 2013 curriculum at one of elementary school Sleman Regency. This study uses a descriptive qualitative approach with the subject matter of principals, teachers and students in the IA class and IVC class. Data collection methods carried out in the form of observation, interviews, questionnaires, and documentation. Data analysis techniques using the Miles & Huberman model, namely the stage of data collection, the stage of data reduction, the stage of displaying or presenting data, and the stage of drawing conclusions / verification.

The results showed that the implementation of the scientific approach in the learning process carried out by IA class teachers and IVC class teachers had varied both in the activities of observing, asking questions, gathering information, reasoning, and communicating. However, there are still questioning activities in the IA and IVC classes that are incompatible with the teacher's understanding and also the opinions of the experts and have not been maximally implemented. In IA class students are not seen or rarely ask questions about what they have just learned. Meanwhile, the questioning activity in IVC class students have given questions from the pictures, readings, videos or experiments that were observed. Questioning activities in IA and IVC classes are only dominated by the teacher in giving questions to students rather than vice versa.

Keywords : Implementation, Scientific Approach, and Learning Process.