

ABSTRAK

Budi Lindrawati. 2014. *Keterampilan Proses Sains Pada Calon Guru Fisika Di Universitas Sanata Dharma Yogyakarta*. Skripsi. Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini merupakan penelitian kuantitatif yaitu penelitian survei desain. Penelitian ini bertujuan untuk mengetahui (1) sejauh mana penguasaan keterampilan proses sains calon guru fisika di Universitas Sanata Dharma Yogyakarta (2) apakah ada perbedaan penguasaan keterampilan proses sains untuk setiap angkatan .

Penelitian ini dilaksanakan pada Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Sanata Dharma Yogyakarta. Subjek penelitian adalah mahasiswa-mahasiswi Program Studi Pendidikan Fisika angkatan 2010 sampai angkatan 2013. Penelitian ini menggunakan instrumen berupa soal-soal yang mencakup keterampilan proses terpadu seperti mengidentifikasi variabel, mendefinisikan variabel secara operasional, merumuskan hipotesis, merancang penelitian dan menyajikan data. Soal diambil dari *Journal of Research in Science Teaching* yang berjudul *Development of an Integrated Process Skills Test:TIPS II*, kemudian soal-soal tersebut diseleksi untuk memilih soal-soal yang baik yaitu soal-soal yang tidak sama dengan soal yang lain sehingga menghasilkan 25 soal pilihan ganda.

Hasil penelitian menunjukkan: (1) Tingkat penguasaan mahasiswa sebagai calon guru fisika masih dalam tingkat cukup. Tidak ada perbedaan rata-rata skor antara mahasiswa angkatan 2010, 2011, 2012, dan 2013. Walaupun seiring bertambahnya lama studi tingkat penguasaan mahasiswa semakin meningkat. (2) Penguasaan mahasiswa akan keterampilan proses untuk mengidentifikasi variabel masih sangat kurang sedangkan untuk menyajikan/interpretasi data merupakan keterampilan yang dikuasai mahasiswa dengan sangat baik (3) Penguasaan mahasiswa untuk keterampilan proses sains dalam mendefinisikan variabel secara operasional, merumuskan hipotesis, dan merancang penelitian/eksperimen masih dalam tingkat penguasaan yang cukup.

Kata kunci: Keterampilan Proses Sains.

ABSTRACT

Budi Lindrawati 2014. Science Process Skill on Physics Teacher Candidates in Sanata Dharma University Yogyakarta. Thesis. Physics Education Study Program, Department of Mathematics and Natural Science, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

This research is a quantitative research which is survey design research. The purposes of this research are to know (1) the extent to which the mastery of science process skill of physics teacher candidates in Sanata Dharma University Yogyakarta (2) whether there are differences on mastering the science process skill for each batch.

This research was held on Physics Education Study Program, Department of Mathematics and Natural Science, Sanata Dharma University Yogyakarta. The subjects of this research are students of Physics Education Study Program batch 2010 until 2013. The instrument which was used by this research was in the form of questions which included integrated process skill such as identifying variable, operationally defining variables, formulating hypothesis, designing experiment, and interpreting data. The questions were taken from Journal of Research in Science teaching which was entitled Development of an Integrated Process Skills Test:TIPS II. Then, those questions were selected in order to choose the good questions which were not as the same as other questions so it would produce 25 multiple choice questions.

The result shows: (1) the level of students' mastery as physics teacher candidates is still in fairly level. There is no difference in the average score among the students from batch 2010, 2011, 2012, and 2013. Although, through the increasing duration of study the mastery level of the students will be increased (2) students' mastery of process skill to identify variable is still very less, whereas to present or interpret data is the skill which is mastered by the students very well (3) students' mastery for science process skill on identifying variable operationally, formulating hypothesis, and planning research or experiment is on enough mastery level.

Key words: science process skill