

ABSTRAK

RAGAM IMPLEMENTASI PENDEKATAN SAINTIFIK PADA PEMBELAJARAN KURIKULUM 2013 DI SALAH SATU SD DI SALAH SATU KECAMATAN BANTUL KABUPATEN BANTUL

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Penelitian ini bertujuan untuk mendeskripsikan ragam implementasi pendekatan saintifik pada pembelajaran kurikulum 2013 di salah satu SD di kecamatan bantul kabupaten bantul tahun pelajaran 2018/2019. Penelitian ini adalah penelitian kualitatif, dimana data yang didapatkan yaitu kata bukan angka. Rumusan masalah dalam penelitian ini adalah 2 orang guru kelas III dan V. Metode yang dilakukan untuk mengumpulkan data dilakukan dengan cara wawancara, observasi, dokumentasi, kuesioner. Teknik analisis data dilakukan dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Dari hasil penelitian dapat disimpulkan bahwa guru di SD kecamatan bantul kabupaten bantul sudah melakukan pembelajaran dengan tahapan pendekatan saintifik. Pemahaman guru mengenai pendekatan saintifik sudah sesuai dengan teori dan sudah dilakukan dengan baik. Namun saat proses pembelajaran dengan mengimplementasikan pendekatan saintifik di kelas masih ada yang kurang optimal. Dalam mengimplementasikan pendekatan saintifik masih cenderung berfokus pada guru.

Kata Kunci : Kurikulum 2013, pendekatan saintifik, proses pembelajaran, pembelajaran terpadu, dan implementasi.

ABSTRACT

DIVERSITY OF THE IMPLEMENTATION OF THE SCIENTIFIC APPROACH TO 2013 CURRICULUM LEARNING IN ONE OF THE SD IN ONE OF THE BANTUL DISTRICT, BANTUL DISTRICT

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This study aims to describe the variety of implementation of the scientific approach in 2013 curriculum learning in one of the elementary schools in Bantul district, Bantul district, 2018/2019 academic year. This research is qualitative research, where the data obtained are words not numbers. The formulation of the problem in this study was 2 class III teachers and V. The method used to collect data was done by interview, observation, documentation, questionnaire. Data analysis techniques are carried out by stages of data reduction, data presentation, and conclusion drawing.

From the results of the study, it can be concluded that teachers in the elementary school district of Bantul, Bantul Regency have already studied with the stages of the scientific approach. The teacher's understanding of the scientific approach is in accordance with the theory and has been done well. But when the learning process by implementing a scientific approach in the classroom there are still less optimal. In implementing the scientific approach still tends to focus on the teacher.

Keywords: 2013 curriculum, scientific approach, learning process, integrated learning, and implementation.

