

**ABSTRAK**

**Andrias Pradah Haryono. 2014. *Pengembangan Rancangan Pembelajaran dengan Pendekatan Understanding by Design pada Materi Gerak Lurus Beraturan dan Pelaksanaannya di Kelas X D pada sebuah SMA di Yogyakarta.* Skripsi. Program Studi Pendidikan Fisika, Jurusan Pendidikan dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini merupakan penelitian dan pengembangan model pembelajaran dengan metode eksperimen yang bertujuan untuk mengetahui penerapan pendekatan *Understanding by Design* dalam penyusunan perencanaan pembelajaran, mengetahui keefektifan pembelajaran pada materi gerak lurus beraturan dengan pendekatan *Understanding by Design*, dan mengetahui keaktifan belajar siswa selama pembelajaran dengan pendekatan *Understanding by Design*.

Penelitian ini dilaksanakan pada tanggal 28 September – 6 November 2013. Subyek penelitian penelitian ini adalah siswa kelas X-D yang terdiri dari 23 siswa. Penelitian ini menggunakan instrumen penelitian yang terdiri dari RPP (Rancangan Perencanaan Pembelajaran), LKS (Lembar Kerja Siswa), soal pretest dan posttest, lembar pengamatan keaktifan belajar siswa, dan pedoman wawancara.

Hasil penelitian ini belum menunjukkan bahwa pembelajaran materi gerak lurus dengan pendekatan *Understanding by Design* lebih efektif daripada pembelajaran yang dipakai guru biasanya. Jumlah siswa kelas eksperimen yang mencapai KKM lebih banyak daripada jumlah siswa kelas kontrol dalam mengerjakan soal *essay*. Pembelajaran dengan pendekatan *Understanding by Design* meningkatkan keaktifan belajar siswa kelas eksperimen.

**ABSTRACT**

**Andrias Pradah Haryono. 2014. *Development Design of Learning using Understanding by Design Approach on Straight Regular Motion and Implementation in X<sup>D</sup> Class at a Senior High School in Yogyakarta. Thesis. Physical Education Studies Program, Department of Mathematics and Natural Sciences, Faculty of Teacher Training and Education, Sanata Dharma University in Yogyakarta.***

This research is a development of the learning model with an experimental method which aims to determine the application of the Understanding by Design approach in preparing lesson plans, determine the effectiveness of learning on straight regular motion subject that using *Understanding by Design* approach, and determine the students' learning activity during the learning activity of the *Understanding by Design* approach. and knowing students' learning Understanding by Design approach.

This research was conducted on September 28<sup>th</sup> to November 6<sup>th</sup> 2013. The research subjects were students of X<sup>D</sup> class consisting of 23 students. The research instrument consisting of RPP (Draft Planning Education), LKS (Student Worksheet), pretest and posttest questions, b student learning activeness sheet, and interview guides.

The results of this study have not indicated that the learning material straight motion with Understanding by Design approach is more effective than learning that teachers typically used. The number of students from experimental class who achieve minimum completeness criteria more than the number of students from control class in essay questions. Learning using Understanding by Design approach increase the activity of the experimental class students' learning.