

**ABSTRAK**

**Bernadeta Kusuma Wijayanti, 2014. Perbandingan Minat dan Hasil Belajar Fisika Aspek Produk dan Proses pada Sub Pokok Bahasan Gaya Apung antara Pembelajaran Metode Inkuiri Terbimbing dan Metode Ceramah di SMP Pius Pekalongan. Skripsi. Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.**

Penelitian ini digolongkan dalam jenis penelitian eksperimen kuantitatif. Penelitian dilaksanakan pada semester gasal tahun ajaran 2013/ 2014 sub pokok bahasan Gaya Apung. Penelitian ini bertujuan untuk mengetahui perbandingan minat dan hasil belajar fisika aspek produk dan proses antara pembelajaran dengan metode ceramah di kelas kontrol dan pembelajaran dengan metode inkuiri terbimbing di kelas eksperimen. Subyek dalam penelitian ini adalah siswa-siswi SMP Pius Pekalongan kelas VIII E sebanyak 25 siswa dan kelas VIII D sebanyak 25 siswa. Kelas VIII E sebagai kelas kontrol, dan kelas VIII D sebagai kelas eksperimen

Instrumen dalam penelitian ini meliputi instrumen pembelajaran berupa Rencana Pelaksanaan Pembelajaran (RPP) beserta Lembar Kerja Siswa (LKS), pretest, posttest, tes belajar fisika aspek proses dan angket minat siswa terhadap pembelajaran. Soal pretest dan posttest digunakan untuk mengukur hasil belajar fisika aspek produk. Tes belajar fisika aspek proses untuk mengukur hasil belajar fisika aspek proses. Pengukuran minat siswa terhadap pembelajaran menggunakan angket minat. Pengujian data ketiga aspek menggunakan uji-t statistika. Sebelum digunakan, semua instrumen dilakukan pertimbangan pakar atau uji butir dan dinyatakan sudah memenuhi syarat yang ditetapkan.

Hasil penelitian menunjukkan bahwa (1) pembelajaran dengan metode inkuiri terbimbing lebih dapat meningkatkan hasil belajar fisika aspek produk dan minat siswa dibandingkan dengan metode ceramah, (2) pembelajaran dengan metode inkuiri terbimbing sedikit meningkatkan hasil belajar fisika aspek proses sehingga belum meyakinkan.

Kata kunci: Metode inkuiri terbimbing, hasil belajar aspek produk dan proses, minat siswa terhadap pembelajaran.

**ABSTRACT**

**Bernadeta Kusuma Wijayanti. 2014. The Comparison of Students' Interest and Learning Result of Product and Process Aspects in Buyoancy between Guided Inquiry Method and Communicative Method in SMP Pius Pekalongan. Thesis. Physics Education Study Program, Departement of Mathematics Education and Science, Faculty of Teacher Training and Educational Science, Sanata Dharma University in Yogyakarta.**

This research is classified to quantitative research. The research had been done in Gasal semester 2013/2014 academic year in the buyoancy main subject. This research is aimed to know the comparison of students' interest and learning result of product and process aspects between inquiry method in the experiment class and communicative method in the control class. The subjects in this research are 25 students of class VIII E and 25 students of class VIII D in SMP PIUS Pekalongan. Class VIII E as a control class while class VIII D as an experiment class.

Instrument in this research includes of learning instruments such as the syllabus, learning lesson plan (RPP), studentworksheet (LKS), pretest, posttest, process aspect of physic learning test and students' interest questionnaire. Pretest and posttest are used to measure the product aspect of learning result. Process aspect of physic learning test is used to measure the process aspect of learning result. Questionnaire is used to measure students' interest on learning. Those aspects are measured using statistic measurement. Prior to the use in the research, all instruments were validated by the experts and it considered by its requirement.

The results of this research show that (1) learning by using guided inquiry method can further improve the learning outcomes of physics aspects of the product and the interests of students compared to the communicative method, (2) learning by using guided inquiry method has low improvement of the result of process aspects in physics learning, so that it isn't sure to achieve.

Keywords: guided inquiry method, product and process aspects of learning result, students' interest