

## ABSTRAK

**Loresnia Wuri Pratiwi. 2016. Penerapan Pendekatan Keterampilan Proses Ditinjau Dari Hasil Belajar Siswa Kelas VII Semayang Semester Genap SMP Stella Duce 1 Yogyakarta Tahun Pelajaran 2015/2016. Skripsi. Yogyakarta: Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini bertujuan untuk mengetahui: keterlaksanaan proses pembelajaran dengan pendekatan keterampilan proses dan hasil belajar pada aspek kognitif dan minat belajar siswa setelah mengalami proses pembelajaran dengan pendekatan keterampilan proses.

Penelitian ini merupakan penelitian deskriptif kuantitatif dan kualitatif. Subyek dalam penelitian ini adalah seluruh siswa kelas VII Semayang SMP Stella Duce 1 Yogyakarta tahun ajaran 2015/2016 yang berjumlah 35 siswa, dengan objek yang diteliti adalah minat belajar siswa dan hasil belajar pada aspek kognitif siswa. Instrumen yang digunakan dalam penelitian adalah observasi, kuesioner, tes, dan dokumentasi. Pengujian validitas instrumen penelitian menggunakan pendapat dari ahli. Pengujian kredibilitas instrumen penelitian menggunakan triangulasi waktu. Teknik analisis data menggunakan teknik observasi keterampilan proses dan minat belajar, penyebaran angket minat, dan tes kognitif siswa.

Berdasarkan hasil pengamatan sebelum peneliti menggunakan pendekatan keterampilan proses ada 5 keterampilan proses yang sudah muncul dalam proses pembelajaran yaitu mengobservasi, mengklasifikasi, mengukur, memprediksi, dan mengkomunikasi. Sedangkan, pada proses pembelajaran yang menggunakan pendekatan keterampilan proses ada 6 keterampilan proses yang terjadi yaitu mengobservasi, mengklasifikasi, mengkomunikasi, mengukur, memprediksi, dan menyimpulkan. Langkah-langkah pelaksanaan proses pembelajaran dengan pendekatan keterampilan proses di kelas VII Semayang adalah: (1) siswa mempelajari materi pembelajaran dengan menggunakan alat peraga atau permainan, (2) siswa mengerjakan latihan soal, (3) beberapa siswa mempresentasikan hasil pekerjaan di depan kelas dan siswa lainnya menanggapi, (4) siswa beserta guru menyimpulkan pembelajaran, dan (5) siswa mendapatkan pekerjaan rumah.

Hasil belajar siswa sebelum mengalami proses pembelajaran dengan pendekatan keterampilan proses adalah. (1) Berdasarkan hasil tugas yang diberikan kepada siswa, siswa yang mengumpulkan tugas sebanyak 21 siswa (60%) dari 35 siswa. Berdasarkan nilai batas ketuntasan yaitu 70, perolehan hasil tugas tersebut adalah 80,85% siswa mendapatkan nilai diatas nilai batas ketuntasan dan 19,05 % siswa mendapatkan nilai dibawah nilai batas ketuntasan. (2) Minat belajar siswa sebelum mengalami proses pembelajaran dengan pendekatan keterampilan proses adalah "BERMINAT" dengan perolehan skor 176, 24.

Hasil belajar siswa setelah mengalami proses pembelajaran dengan pendekatan keterampilan proses adalah (1) Berdasarkan hasil pekerjaan rumah, siswa yang mengumpulkan tugas sebanyak 20 siswa (57,14%) dari 35 siswa kelas VII Semayang. Berdasarkan batas ketuntasan yaitu 70, siswa yang sudah tuntas sebanyak 8 siswa (40%) dan siswa yang belum tuntas sebanyak 12 siswa (60%). Berdasarkan hasil latihan lembar kerja siswa, siswa yang mengumpulkan tugas sebanyak 32 siswa (91,42%) dari 35 siswa. Siswa yang sudah tuntas sebanyak 19 siswa (59,37%) dan siswa yang belum tuntas sebanyak 13 siswa (40,62 %).

Berdasarkan hasil tes ulangan harian bangun datar, siswa yang mengikuti tes ulangan harian sebanyak 33 siswa (94,28%), siswa yang sudah tuntas sebanyak 13 siswa (39,39%) dan siswa yang belum tuntas sebanyak 20 siswa (60,60%). (2) Minat belajar siswa setelah mengalami proses pembelajaran dengan pendekatan keterampilan proses adalah “BERMINAT” dengan perolehan skor 217,69.

Kata Kunci : Pendekatan keterampilan proses, hasil belajar pada aspek kognitif minat belajar



## ABSTRACT

**Lorensia Wuri Pratiwi. 2016. The Implementation of Process Skills Approach in Terms of The Students' Learning Achievement in Grade VII Semayang Second Semester of Stella Duce 1 Junior High School Yogyakarta Academic Year 2015/2016. Thesis. Yogyakarta: Mathematics Education Study Program, Department of Mathematics Education and Science, Faculty of Teacher Training and Education, Sanata Dharma University.**

The aims of this research are to know the learning process through the process skills approach and students' learning achievement in cognitive aspects and students' interest after experiencing the learning process through the process skills approach.

This research is a descriptive quantitative and qualitative research. The subjects of this research are the 35 students of Grade VII Semayang of Stella Duce 1 Junior High School Yogyakarta Academic Year 2015/2016. The objects that are being analyzed in this research are the students' interests and learning achievement in students' cognitive aspects. The instruments used in this research are observation, questionnaire, test, and documentation. The research instrument validity is based on the expert opinion, while the research instrument credibility is based on the time triangulation. The data analysis techniques used are the observation of the process skill and student's interest, students' interest questionnaire distribution, and students' cognitive test.

Based on the researcher's observation on the learning process before applying the process skills approach, there are five process skills which have already appeared in the learning process. Those are observing, clarifying, measuring, predicting, and communicating. While after applying the process skills approach, there are six process skills appeared. Those are observing, clarifying, communicating, measuring, predicting, and concluding. There are some steps in implementing the process skills approach in the learning process in grade VII Semayang namely: (1) Students learn the learning material using visual aids or games, (2) Students do some exercises, (3) Some students present their works in front of the class while other students give responses, (4) Students and teachers conclude the learning activity, and (5) Students are given homework.

Students' achievements in learning without applying the process skills approach are: (1) From the assignments that are given by the teachers, there are 21 out of 35 students (60%) submit the assignments. Based on the minimum achievement criteria which is 70, the result shows that 80,85% students have fulfilled the minimum achievement criteria while 19,05% students have not fulfilled it yet. (2) The result of students' interest in learning process after applying the process skills approach is "INSTERESTED" with the score of 176,24.

The students' achievements after doing learning process with the implementation of process skills approach are: (1) From the assignments, there are 20 out of 35 students of grade VII Semayang (57,14%) submit the assignments. Based on the minimum achievement criteria which is 70, there are 8 students (40%) who have fulfilled the minimum achievement criteria while 12 students (60%) have not fulfilled it yet. Based on the result of students' worksheet, there are 32 out of 35 students (91,42%) have submitted the assignments. The students who have

fulfilled the minimum achievement criteria are 19 students (59,37%) and those who have not fulfilled it yet are 13 students (40,62%). Based on the daily progressive test about plane figure, there are 33 students (94,28%) participate in the test. The result is that 13 students (39,39%) pass the test while 20 students (60,60%) have not passed it yet. (2) The students' interests after experiencing learning process with the implementation of process skills approach are "INTERESTED" with the score of 217,69.

Keywords: Process skills approach, students' achievements in cognitive aspects

