

ABSTRAK

Frederika Indah Puspita, 2013. *Pembelajaran Fisika Tentang Persamaan Kalor Dengan Pendekatan Proses Melalui Metode Inquiry Dalam Meningkatkan Prestasi Belajar, Keaktifan dan Minat Siswa*. Progran Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui : (1) kemampuan proses keilmuan melalui metode inkuiri; (2) perbedaan prestasi belajar antara kelas kontrol dengan metode ceramah dan kelas eksperimen dengan metode inkuiri; (3) perbedaan keaktifan belajar antara kelas kontrol dengan metode ceramah dan kelas eksperimen dengan metode inkuiri; dan (4) perbedaan minat belajar antara kelas kontrol dengan metode ceramah dan kelas eksperimen dengan metode inkuiri.

Langkah penelitian dilakukan dengan penyusunan instrumen dan alat ukur, pemberian soal pretest, pelaksanaan pembelajaran sekaligus observasi keaktifan, pemberian soal posttest, pemberian kuisisioner minat.

Sampel yang digunakan dalam penelitian adalah siswa SMA Negeri 2 Magelang kelas X_C sebanyak 32 siswa dan kelas X_G sebanyak 31 siswa. Instrumen yang digunakan adalah *pre-test*, *post-test*, lembar observasi dan kuisisioner. Soal pretest dan posttest digunakan untuk mengukur prestasi belajar siswa. Pengukuran keaktifan belajar siswa menggunakan observasi kegiatan siswa. Pengukuran minat belajar siswa menggunakan kuisisioner minat. Pengujian data ketiga aspek menggunakan uji-t statistika.

Hasil penelitian menunjukkan bahwa metode inkuiri dapat meningkatkan kemampuan proses, prestasi belajar, keaktifan dan minat belajar siswa.

ABSTRACT

Frederika Indah Puspita, 2013. Physics Learning about the Heat Equation with Process Approach Through Inquiry Method in Enhancing Students Learning Achievements, Activity and Interests. Physics Education Study Program, Department of Mathematics and Science Education, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research aimed to know: (1) the ability of scholarly process through inquiry method; (2) the differences of the learning achievements between control class using lecturing method and experimental class using inquiry method; (3) the differences of the students' liveliness between control class using lecturing method and experimental class using inquiry method; and (4) the differences of the students' interests between control class using lecturing method and experimental class using inquiry method.

The steps of the research were done by making instrument and measuring instrument, giving pre-test tasks, doing learning while observing the liveliness, giving post-test tasks, giving questionnaires of interests.

The sample used in this research was the students of *SMA Negeri 2* Magelang grade X_C , 32 students and grade X_G , 31 students. The instruments employed were pre-test, post-test, observation sheets and questionnaires. The pre-test tasks and post-test tasks were used to measure the students' learning achievements. The measurement of the students' learning liveliness was implementing observation on the students' activities. The measurement of the students' interests was implementing questionnaires of interests. The data examination of these three aspects were implementing statistical t-test.

The results showed that the inquiry method could enhance the ability of the process, the learning achievements, the students' liveliness and the students' learning interests.