ABSTRAK

Elisabeth Anindita Arjanggi. 2015 "Implementasi Pendekatan Saintifik dalam Proses Belajar Mengajar (PBM) pada Mata Pelajaran Fisika Kelas XI IPA SMA (Studi Kasus di SMA X Yogyakarta)". Skripsi. Program Studi Pendidikan Fisika. Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk: (1) Mengidentifikasi implementasi pendekatan saintifik berupa aktivitas-aktivitas belajar dalam tahapan-tahapan/ kegiatan-kegiatan PBM pada mata pelajaran fisika kelas XI IPA di SMA X Yogyakarta; (2) Membandingkan antara teori dengan realitas implementasi pendekatan saintifik dalam tahapan-tahapan/ kegiatan-kegiatan PBM pada mata pelajaran fisika kelas XI di SMA X Yogyakarta; (3) Menambah wawasan bagi peneliti sebagai seorang guru di masa depan.

Penelitian dilaksanakan di SMA X Yogyakarta, yang dilaksanakan pada bulan Maret – Mei 2015. Sampel penelitian adalah guru fisika dan siswa kelas XI IPA 1 berjumlah 26 orang. Penelitian ini merupakan penelitian kualitatif, dengan instrumen pengumpulan data terdiri dari rekaman video observasi dan wawancara, serta *fieldnotes*.

Hasil penelitian menunjukkan, bahwa: (1) Pendekatan saintifik pada mata pelajaran fisika kelas XI IPA diimplementasikan di SMA X Yogyakarta; (2) Terjadi aktivitas-aktivitas belajar yang sesuai dengan implementasi pendekatan saintifik pada tahap prainstruksional/ kegiatan pendahuluan dalam kegiatan awal pembelajaran dan pemantapan pemahaman prasyarat; pada tahap instruksional/ kegiatan inti dalam pengamatan atau observasi, mengajukan pertanyaan, mengumpulkan informasi, mengolah informasi atau menalar atau mengasosiasikan, dan mengkomunikasikan; pada tahap evaluasi/ kegiatan penutup dalam validasi konsep, hukum, asas, prinsip yang telah dikonstruksi siswa dan pengayaan materi pelajaran yang telah dipelajari siswa; (3) Perbandingan implementasi pendekatan saintifik antara tahapan/ kegiatan pembelajaran dalam teori dengan realitas: guru dan siswa dalam PBM Fisika sudah melakukan semua tahapan/ kegiatan pembelajaran yang ada pada teori.

Kata kunci: *pendekatan saintifik, PBM fisika, tahapan/ kegiatan belajar, aktivitas-aktivitas belajar.*

ABSTRACT

Elisabeth AninditaArjanggi. 2015 "Implementation of Scientific Approaches in The Process of Teaching and Learning on Subjects of Physics Grade XI Science High School (Case Studies in Yogyakarta X High School)". Skripsi.Courses of Physical Education.Department of Education Math and Science.Faculty of Teacher Training and Science Education.Sanata Dharma University, Yogyakarta.

This research aims to: (1) Identify the scientific approach in the form of implementation activities in the learning stages/ learning activities on subjects of Physics grade XI science in X Yogyakarta High School; (2) Compare between the theory with the realities of scientific approaches in the implementation of the learning stages/ learning activities on subjects of Physics grade XI science in X Yogyakarta High School; (3) Add insight for researchers as a teacher in the future.

The research was carried out at X Yogyakarta High School, which was carried out in March – May 2015. Samples of research is the physics teacher and students at grade XI science 1 amounted to 26 people. This research is qualitative research, with the instrument of data collection consists of video footage and interviews, as well as observation fieldnotes.

The results showed: (1) Scientific approach on subjects of physics at grade XI science implemented in X Yogyakarta High School; (2) Learning activities occur that fits the scientific approach in the implementation of preinstructional stages/ preliminary activities in the activity of the early establishment of the learning and understanding of the prerequisites; at the stage of instructional/ core activity in the observations, ask questions, gather information, process information or reasoning or associate, and communicate; at this stage of the evaluation/ closing activity in the validation concept, law, principles, the princip that students have been constructed and enrichment subject matter was studied students; (3) comparison between the scientific approach to implementation of learning stages/ learning activities in theory with reality: teacher and students have been doing all of the learning stages/ learning activities in the learning process of physics.

Keywords: scientific approach, learning process of physics, learning stages/ learning activities, learning activities.