

Abstrak

Penelitian ini dilakukan berdasarkan rendahnya hasil pembelajaran IPA, dan berfokus pada desain pembelajaran untuk mengatasi hambatan belajar pada konsep bunyi dengan menggunakan model pembelajaran inkuiri terbimbing. Terdapat beberapa pertanyaan penelitian diantaranya adalah pertama, bagaimana kesulitan belajar siswa terkait dengan konsep bunyi. Kedua, bagaimana desain dan implementasi desain pembelajaran model inkuiri terbimbing pada pokok bahasan konsep bunyi untuk mengatasi kesulitan belajar siswa. Ketiga, bagaimana hasil belajar siswa pada pokok bahasan konsep bunyi dengan menggunakan model inkuiri terbimbing. Penelitian ini dilaksanakan di SDN Ranca Tales kelas IV dengan jumlah siswa sebanyak 30 orang. Teknik pengumpulan data yang digunakan pada penelitian ini berupa observasi dan tes, dilaksanakan selama 2 siklus. Ditemukan hambatan belajar siswa (*learning obstacle*) berdasarkan hasil observasi dan tes yang dilakukan pada tahap pra siklus. Untuk mengatasi hambatan belajar tersebut, sebelum pelaksanaan kegiatan belajar mengajar terlebih dahulu dibuat desain pembelajaran berbasis model pembelajaran inkuiri terbimbing, serta prediksi respon siswa dan antisipasi yang dilakukan. Berdasarkan penelitian, terdapat peningkatan aktivitas nilai rata-rata guru disetiap siklusnya, pada siklus I 2,3 dengan presentase 59% kategori rendah, pada siklus II 3,3 dengan presentase 84,3% kategori baik.. Hasil belajar siswa juga mengalami peningkatan terlihat dari nilai rata-rata siswa setiap siklusnya, pada pra siklus 5,5 dengan presentase 40% kategori rendah, siklus I 67,8 dengan presentase 66,6% kategori kurang, dan pada siklus II 83,8 dengan presentase 83,3% kategori baik. Berdasarkan pernyataan-pernyataan tersebut, dapat disimpulkan bahwa dengan menggunakan Desain Pembelajaran Konsep Bunyi Berbasis Model Pembelajaran Inkuiri Terbimbing Berdasarkan Analisis Kesulitan Belajar (*learning obstacle*) Siswa dapat meningkatkan aktivitas guru dan hasil belajar siswa.

Kata Kunci : Model Pembelajaran Inkuiri Terbimbing, *learning obstacle*

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DESAIN PEMBELAJARAN KONSEP BUNYI BERBASIS MODEL INKUIRI TERBIMBING BERDASARKAN ANALISIS KESULITAN BELAJAR (LEARNING OBSTACLE) SISWA KELAS IV SEKOLAH DASAR NEGERI RANCA TALES

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Abstract

This study was conducted based on low yields learning science, and focuses on the design of learning to overcome barriers to learning on the concept sounds using inkiuri guided learning model. There are several research questions which are first, how the students' learning difficulties associated with the concept of sound. Second, how the design and implementation of instructional design models guided inquiry on the subject of sound concepts to address students' learning difficulties. Third, how the learning outcomes of students on the subject of the concept of sound by using a model of guided inquiry. This study was conducted in SDN Ranca Tales IV class by the number of students as many as 30 people. Data collection techniques used in this study of observation and tests, held for 2 cycles. Found barriers to student learning (learning obstacle) based on the results of observations and tests performed on the stage of pre-cycle. To overcome these barriers to learning, prior to the implementation of teaching and learning activities in advance made instructional design based guided inquiry learning model as well as predictions of student responses and anticipation were conducted. Based penelittian, there is an increased activity of an average value of teachers in each cycle, in the first cycle of 2.3 to 59% the percentage of low category, on the second cycle of 3.3 with a percentage of 84.3% good category. Student learning outcomes are also experiencing a visible increase of the average value of students each cycle, on pre-cycle 5.5 with a percentage of 40% lower categories, the first cycle with a percentage of 66.6% 67.8 less category, and the second cycle of 83.8 with a percentage of 83.3% good category. Based on these statements, it can be concluded that by using the Learning Design Concept Beep Guided Inquiry Learning Model-Based Analysis Based Learning Disabilities (learning obstacle) Students can increase the activity of the teacher and student learning outcomes.

Keywords: Guided Inquiry Learning Model, learning obstacle

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