

**ANALISIS LEVEL INKUIRI PADA PEMBELAJARAN IPA MATERI GETARAN
DAN GELOMBANG MENGGUNAKAN *TRANSCRIPT BASED LESSON*
ANALYSIS DI SALAH SATU SMP KOTA BANDUNG**

TESIS

diajukan untuk Memenuhi Sebagian dari
Syarat untuk Memperoleh Gelar Master Pendidikan
Program Studi Pendidikan Ilmu Pengetahuan Alam



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**PROGRAM STUDI PENDIDIKAN ILMU PENGETAHUAN ALAM
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Sebuah Tesis yang Diajukan untuk Memenuhi Sebagian dari Syarat
untuk Memperoleh Gelar Master Pendidikan
Program Studi Pendidikan Ilmu Pengetahuan Alam

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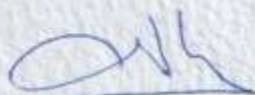
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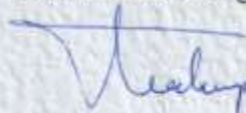
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ABSTRAK

Penelitian ini bertujuan untuk menganalisis kualitas *lesson design* dengan menggunakan instrumen penilaian *lesson design* berdasarkan Ruys 2010 dan Wenning 2011 dan implementasi *lesson design* yang mampu menunjang siswa untuk belajar atau membangun pengetahuannya secara mandiri menggunakan instrumen analisis transcript based lesson analysis (TBLA). Penelitian ini menggunakan kualitatif deskriptif. Partisipan pada penelitian ini adalah salah seorang guru dan siswa kelas VIII SMP di Kota Bandung. Adapun pembelajaran yang diteliti adalah pembelajaran IPA, materi getaran dan gelombang pada kelas VIII SMP. Pada siklus 1 pembelajaran LoI yang digunakan adalah *Interactive Demonstration*, secara keseluruhan memiliki kualitas 82,9% dengan kriteria Baik. Pada siklus 2 pembelajaran LoI yang digunakan adalah *Inquiry Laboratory*, secara keseluruhan memiliki kualitas 78,9% dengan kriteria Baik. Pada siklus 3 pembelajaran LoI yang digunakan adalah *Interactive Demonstration*, secara keseluruhan memiliki kualitas 71,1% dengan kriteria Cukup. Pada siklus 4 pembelajaran LoI yang digunakan adalah *Inquiry Laboratory*, secara keseluruhan memiliki kualitas 90,8% dengan kriteria Baik. Pada implementasi *lesson design* siklus 1, berdasarkan analisis transkrip pembelajaran didominasi oleh percakapan peserta didik dengan presentase sebesar 52,0%. Berdasarkan analisis, rata-rata keterlaksanaan pembelajaran siklus 1 adalah 51,4 % (sebagian besar terlaksana) dan berdasarkan analisis terhadap jawaban lembar kerja peserta didik (LKPD) ketercapaian rata-rata kelas adalah sebesar 70,0% dengan kriteria cukup. Pada implementasi *lesson design* siklus 2, berdasarkan analisis transkrip pembelajaran didominasi oleh percakapan guru dengan presentase sebesar 60,4%. Berdasarkan hasil analisis, rata-rata keterlaksanaan pembelajaran siklus 2 adalah 43,0 % (Hampir setengahnya besar terlaksana) dan berdasarkan analisis terhadap jawaban lembar kerja peserta didik (LKPD) ketercapaian rata-rata kelas sangatlah kecil sebesar 37,0% dengan kriteria kurang. Pada implementasi *lesson design* siklus 3, berdasarkan analisis transkrip pembelajaran didominasi oleh percakapan guru dengan presentase sebesar 52,3%. Berdasarkan analisis, rata-rata keterlaksanaan pembelajaran siklus 3 adalah 42,0% (Hampir setengah kegiatan terlaksana) dan berdasarkan analisis terhadap jawaban lembar kerja peserta didik (LKPD) ketercapaian rata-rata kelas sangatlah kecil sebesar 57,0% dengan kriteria sedang. Pada implementasi *lesson design* siklus 4, berdasarkan analisis transkrip pembelajaran didominasi oleh percakapan siswa dengan presentase sebesar 53,7%. Berdasarkan analisis, rata-rata keterlaksanaan pembelajaran siklus 4 adalah 51,4 % (sebagian besar terlaksana) dan berdasarkan analisis terhadap jawaban lembar kerja peserta didik (LKPD) ketercapaian rata-rata kelas sebesar 75,0% dengan kriteria cukup.

Kata kunci : *Level of Inquiry, Lesson design, Lesson Study, Pembelajaran IPA*

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