

BAB V

SIMPULAN, IMPLIKASI DAN REKOMENDASI

5.1 Simpulan

Berdasarkan hasil pengolahan dan analisis data penelitian dapat ditarik beberapa simpulan sebagai berikut:

1. Telah berhasil dikembangkan model pembelajaran DROPBL pada perkuliahan Fisika Dasar dengan karakteristik memiliki sintaks yang terdiri dari empat fase sebagai berikut: (1) *Clarifying-dialogue reflective oriented*; (2) *Structuring and Formulating-dialogue reflective oriented*; (3) *Investigating-dialogue reflective oriented*; (4) *Discussing and Evaluating-dialogue reflective oriented* pada 5 materi/topik perkuliahan terkait Fisika Dasar yaitu: Gerak Dua Dimensi, Dinamika, Fluida Statis, Fluida Dinamis dan Kalor. LKM DROPBL komponennya terdiri atas: judul perkuliahan, tujuan perkuliahan, masalah, prosedur perkuliahan yang terdiri atas kegiatan pendahuluan, kegiatan inti dan penutup perkuliahan.
2. Semua aktivitas perkuliahan dalam setiap fase DROPBL telah terlaksana oleh dosen dan mahasiswa.
3. Model pembelajaran DROPBL lebih dapat meningkatkan keterampilan pemecahan masalah daripada model pembelajaran PBL biasa ditunjukkan dengan perolehan skor rerata gain yang dinormalisasi yang dicapai oleh kelas eksperimen berada pada kategori tinggi sedangkan kelas kontrol berada pada kategori sedang.
4. Model pembelajaran DROPBL lebih dapat meningkatkan keterampilan berpikir kritis daripada model pembelajaran PBL biasa ditunjukkan dengan perolehan skor rerata gain yang dinormalisasi yang dicapai oleh kelas eksperimen berada pada kategori tinggi sedangkan kelas kontrol berada pada kategori sedang.
5. Keefektifan penggunaan DROPBL dalam meningkatkan keterampilan pemecahan masalah pada klasifikasi tinggi.
6. Keefektifan penggunaan DROPBL dalam meningkatkan keterampilan berpikir kritis pada klasifikasi tinggi.

7. Dosen dan mahasiswa umumnya memberikan tanggapan positif terhadap implementasi perkuliahan fisika dasar menggunakan DROPBL.
8. Keunggulan utama perkuliahan Fisika Dasar menggunakan DROPBL dapat melatih mahasiswa merefleksi proses pembelajaran sendiri. Keterbatasan diantaranya: sulit menemukan permasalahan yang dapat mengakomodasi adanya perbedaan tingkat berpikir mahasiswa.

5.2 Implikasi

Implikasi hasil penelitian ini terhadap permasalahan rendahnya keterampilan pemecahan masalah dan berpikir kritis adalah perkuliahan Fisika Dasar menggunakan DROPBL yang dikembangkan dapat membekalkan keterampilan pemecahan masalah dan berpikir kritis. Selain keterampilan pemecahan masalah dan keterampilan berpikir kritis, DROPBL juga dapat membekalkan mahasiswa keterampilan merefleksi pembelajaran. DROPBL dapat memberikan kontribusi pada peningkatan kualifikasi akademik dan kompetensi mahasiswa calon guru fisika sebagai agen pembelajaran, menjadi guru profesional yaitu dapat merefleksikan pembelajarannya, serta memiliki keterampilan-keterampilan yang diperlukan pada abad 21.

5.3 Rekomendasi

Berdasarkan temuan dan hasil penelitian, Peneliti memberikan rekomendasi untuk penelitian dan pengembangan lebih lanjut terkait DROPBL untuk meningkatkan keterampilan pemecahan masalah dan berpikir kritis sebagai berikut:

1. Masalah harus dapat memfasilitasi mahasiswa untuk mempelajari banyak konsep Fisika selama proses memecahkan masalah.
2. Masalah harus relevan dengan kehidupan mahasiswa agar pembelajaran lebih bermakna.
3. Pertanyaan pengarah harus dapat membantu mahasiswa dalam menemukan solusi masalah. Pertanyaan pengarah harus dibuat singkat dan jelas serta disesuaikan dengan alokasi waktu pembelajaran.
4. Pertanyaan refleksi harus dirancang dengan tepat agar mahasiswa dapat melakukan refleksi terhadap pembelajarannya sendiri sehingga dapat

Nurjannah, 2020

PENGEMBANGAN PERKULIAHAN FISIKA DASAR MENGGUNAKAN DIALOGUE REFLECTIVE-ORIENTED PROBLEM BASED LEARNING (DROPBL) UNTUK MENINGKATKAN KETERAMPILAN PEMECAHAN MASALAH DAN BERPIKIR KRITIS MAHASISWA CALON GURU

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menimbulkan minat dan kepercayaan diri dalam memecahkan masalah. Pertanyaan refleksi harus dibuat singkat dan jelas serta disesuaikan dengan alokasi waktu pembelajaran.

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