

**PENERAPAN *LEVELS OF INQUIRY MODEL* PADA PEMBELAJARAN
FISIKA UNTUK MENGETAHUI HASIL BELAJAR SISWA SMA MENURUT
*NEW TAXONOMY FOR SCIENCE EDUCATION***

ABSTRAK

Penelitian mengenai penerapan *levels of inquiry model* pada pembelajaran fisika untuk mengetahui hasil belajar siswa SMA menurut *new taxonomy for science education*, dilatarbelakangi oleh adanya berbagai kendala yang ditemukan dalam pembelajaran fisika. Adapun kendala-kendala tersebut antara lain metode yang digunakan guru tidak melibatkan siswa dalam proses penemuan untuk mendapatkan pengetahuan berdasarkan pengalaman siswa secara langsung, tidak adanya pengembangan kreativitas siswa dan kemampuan siswa dalam melakukan penyelidikan ilmiah melalui kegiatan praktikum tidak dilatih sehingga sikap ilmiah siswa tidak muncul dalam pembelajaran. Penelitian ini diharapkan menjadi solusi dalam mengurangi kendala-kendala yang sering dihadapi pada pembelajaran fisika, sehingga pada akhirnya dapat membawa perubahan pada hasil belajar siswa kearah yang lebih baik. Metode penelitian yang digunakan adalah *mixed methods* tipe *concurrent embedded*. Sampel penelitian berjumlah 38 siswa kelas X-5. Hasil belajar pada penelitian ini mengacu pada empat domain dari lima domain *taxonomy for science education* yaitu *knowledge domain*, *process of science domain*, *creativity domain* dan *attitudinal domain*. Hasil belajar siswa pada *knowledge domain* diperoleh nilai rata-rata gain yang dinormalisasi sebesar 0,60 kategori sedang, *process of science domain* rata-rata 70% kategori cukup, *creativity domain* rata-rata 81% kategori baik dan *attitudinal domain* rata-rata 76% kategori baik.

Kata kunci : *Levels of inquiry model*, hasil belajar, *taxonomy for science education*

IMPLEMENTATION OF LEVELS OF INQUIRY MODEL IN PHYSICS LEARNING TO KNOW LEARNING OUTCOMES OF SENIOR HIGH SCHOOL STUDENTS ACCORDING TO NEW TAXONOMY FOR SCIENCE EDUCATION

ABSTRACT

Research on the implementation of levels of inquiry model in physics learning to know learning outcomes of senior high school students according to new taxonomy for science education is motivated by the various problems in physics learning. The problems such as the method used by teacher did not involve the students in the discovery process to acquire knowledge based on students' direct experiences, there is no development of students' creativity, and the ability of students in doing scientific inquiry through the practical activities did not trained so that the students' scientific attitudes did not appear in the learning. This research is expected to be a solution to reduce the problems that often encountered on the physics learning, so it can bring the changes in students' learning outcomes to be better. The research used mixed methods and *concurrent embedded* design. The sample was 38 students of class X-5. Learning outcomes in this research refers to four domains of five domains in a taxonomy for science education, that is knowledge domain, process of science domain, creativity domain and attitudinal domain. Students' learning outcome in knowledge domain has an average of the normalized gain value 0.60 with medium category, process of science domain has an average of 70% with fair category, creativity domain has an average of 81% with good category and attitudinal domain has an average of 76% with good category.

Keywords : Levels of inquiry models, learning outcomes, taxonomy for science education.