

ABSTRAK

Penelitian ini dilatarbelakangi oleh pembelajaran yang umumnya tidak melatih kemampuan siswa untuk memecahkan masalah dalam kehidupan sehari-hari, sehingga mengakibatkan kemampuan siswa dalam memecahkan masalah *real life* menjadi rendah. Tujuan penelitian ini adalah untuk memperoleh informasi mengenai proses serta hasil pembelajaran *problem solving* tipe *Bransford* dalam konteks penanganan limbah cucian. Penelitian ini merupakan penelitian evaluatif yang melibatkan siswa SMA kelas XII-IPA di salah satu SMA di Kota Bandung yang berjumlah 44 orang serta guru yang menerapkan pembelajaran *problem solving* tipe *Bransford*. Instrumen penelitian yang digunakan adalah format penilaian performa guru, format penilaian performa siswa dan butir soal. Hasil penelitian menunjukkan bahwa performa guru dalam merencanakan dan melaksanakan pembelajaran tergolong kategori sangat baik. Performa siswa ditinjau dari kemampuan pemecahan masalah (kognitif) tergolong kategori baik, sikap selama pembelajaran tergolong sangat baik dan kinerja saat melakukan eksperimen tergolong kategori baik. Hasil belajar pada tahap mengidentifikasi masalah tergolong kategori tinggi ($N\text{-}gain = 0,7$), mendefinisikan masalah dikategorikan sedang ($N\text{-}gain = 0,4$), mencari solusi dikategorikan sedang ($N\text{-}gain = 0,4$), melaksanakan strategi dikategorikan sedang ($N\text{-}gain = 0,4$), dan mengevaluasi strategi dikategorikan sedang ($N\text{-}gain = 0,3$). Secara umum proses pembelajaran *problem solving* tipe *Bransford* dalam konteks penanganan limbah cucian dapat terlaksana dengan sangat baik, layak diterapkan di Sekolah baik dari segi waktu maupun dalam meningkatkan performa guru dan siswa.

Kata kunci: Pemecahan Masalah, Limbah cucian, Tipe *Bransford*

ABSTRACT

This research is background by learning that generally doesn't train students' ability to solve problems in daily life , thus caused students ability to solve real-life problems to be low. The objective of this study was to obtain information on the process and learning outcomes of problem solving Bransford type in the waste handling of laundry context. This research is an evaluative methode which is involving high school students of 12 grade of science class at one high school in Bandung, which amounted 44 people and teacher who implement problem solving Bransford type learning. The research instrument used are a teacher's performance appraisal form, performance appraisal format students and the problem items. The results showed that the performance of the teacher in planning and implementing learning are classified in very well category. Student performance in terms of problem-solving abilities (cognitive) classified in wellcategory, the attitude for learning and performance is very well and performance while doing experiments classified as well category. Learning outcomes at the stage of identifying the problems is on high category ($N - gain = 0.7$), defines the problem being considered ($N - gain = 0.4$), find solutions categorized as moderate ($N - gain = 0.4$), implementing strategies categorized moderate ($N - gain = 0.4$), and evaluating strategies categorized moderate ($N - gain = 0.3$). In general, the learning process of problem solving of type Bransford in the context waste handling of laundry can be done very well , in the School feasible both in terms of time as well as in improving the performance of teachers and students .

Keywords : Problem Solving , Waste laundry , Bransford Type