

## ABSTRAK

**WAHYU KURNIAWATI:** Keefektifan Metode Inkuiri pada Pembelajaran IPA Mahasiswa Pendidikan Guru Sekolah Dasar Universitas PGRI Yogyakarta **Tesis, Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2012.**

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode inkuiri pada pembelajaran IPA mahasiswa PGSD UPY. Variabel-variabel yang diteliti meliputi: pendekatan pembelajaran yang terdiri dari metode inkuiri dan metode konvensional; hasil belajar sains yang meliputi produk sains, proses sains, dan sikap sains.

Penelitian ini merupakan penelitian quasi eksperimen dengan variabel terikat prestasi belajar IPA, sikap IPA, dan keterampilan proses dasar IPA sedangkan variabel bebasnya adalah metode inkuiri dan metode konvensional. Subjek penelitian sebanyak 65 mahasiswa (32 mahasiswa di kelas Eksperimen dan 33 mahasiswa di kelas Kontrol). Kelas Eksperimen diberikan perlakuan metode inkuiri dan pada kelas Kontrol diberi perlakuan metode konvensional. Analisis data menggunakan (1) teknik statistik deskriptif untuk mendeskripsikan karakteristik hasil belajar IPA yang berupa produk sains, proses sains, dan sikap sains; dan (2) statistik inferensial dengan *Multivariate Analysis of Variance* untuk menguji hipotesis penelitian pada taraf signifikansi 5 % ( $\alpha = 0,05$ ).

Hasil penelitian menunjukkan bahwa: metode inkuiri efektif digunakan pada pembelajaran IPA di PGSD UPY. Hal ini terlihat dengan adanya perbedaan hasil belajar pada pembelajaran IPA antara metode inkuiri dengan metode konvensional. Hasil ini didasarkan pada prosedur *Test of Between-Subjects Effects* dengan melihat nilai Signifikansi  $0,000 < \alpha (0,05)$ .

## ABSTRACT

**WAHYU KURNIAWATI:** *The Effectiveness of the Inquiry Method in Science Learning among the Students of the Elementary School Teacher Education, The PGRI University of Yogyakarta: Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2012.*

This study aims to identify the effectiveness of the inquiry method in science learning among the students of the Elementary School Teacher Education, the PGRI University of Yogyakarta. The variables consist of the learning approach including the inquiry method and the conventional method. Science learning outcomes including science products, science processes, and science attitudes.

This was a quasi-experimental study with the dependent variables consisting of the science learning achievement, science attitudes, and basic science process skills and independent variables consisting of the inquiry and conventional methods. The research subjects were 65 students (32 students in the experimental class, and 33 students the control class). The experimental class received the treatment of the inquiry method and the control class received the treatment of the conventional class. The data were analyzed using (1) the descriptive statistical technique to describe the characteristics of science learning outcomes in the form of science products, science processes, and science attitudes, and (2) the inferential statistics with *Multivariate Analysis of Variance* to test the research hypotheses at a significance level of 5% ( $\alpha = 0.05$ ).

The results of the study show that the inquiry method is effective to apply in science learning in The Elementary School Teacher Education of UPY. This is indicated by the differences in science learning outcomes between the inquiry method and the conventional method. These results are based on the procedure of the *Test of Between-Subjects Effects* with a significant value of  $0.000 < \alpha (0.05)$ .