

ABSTRAK

Ariyati Mamula, 2015. Meningkatkan hasil belajar mahasiswa melalui model pembelajaran berbasis riset pada mata kuliah Belajar dan Pembelajaran (BDP). (suatu penelitian tindakan kelas pada mahasiswa semester IV Jurusan Fisika Universitas Negeri Gorontalo tahun Akademik 2014/2015). Skripsi. Program Studi S1 Pendidikan Fisika, Jurusan Fisika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo. Pembimbing I oleh Prof. Dr. Enos Taruh, M.Pd dan Pembimbing II oleh Tirtawaty Abdjul, S.Pd, M.Pd.

Penelitian ini bertujuan untuk meningkatkan hasil belajar mahasiswa melalui penggunaan model pembelajaran berbasis riset. Penelitian ini mengacu pada desain penelitian tindakan kelas model spiral Kemmis dan Taggart, dilaksanakan sebanyak 2 siklus, masing-masing siklus 2 kali pertemuan. Instrumen yang digunakan untuk pengumpulan data adalah tes hasil belajar, lembar pengamatan aktivitas mahasiswa, lembar pengamatan aktivitas dosen, dan lembar keterlaksanaan pembelajaran. Data yang diperoleh diolah secara deskriptif dengan analisis persentase. Berdasarkan hasil analisis data pada siklus 1, dari 25 mahasiswa yang mencapai nilai 75 ke atas yaitu 76%, aktivitas mahasiswa 82% mendapat kriteria baik dan sangat baik, aktivitas dosen 86% mendapat kriteria baik dan sangat baik, dan keterlaksanaan pembelajaran 83,33% mendapat kriteria baik dan sangat baik. Hal ini menunjukkan bahwa tindakan pada siklus I mencapai indikator ketuntasan yang sudah ditetapkan. Namun capaian tersebut dianggap masih sedikit lebih rendah karena ketuntasan klasikal hanya 76% dan masih terdapat 24% tidak memenuhi kriteria ketuntasan, sehingga tindakan dilanjutkan ke siklus II. Pada siklus II, capaian persentase hasil belajar mahasiswa mengalami peningkatan sebesar 96% secara klasikal, aktivitas mahasiswa untuk kriteria baik dan sangat baik sebesar 98%, aktivitas dosen untuk kriteria baik dan sangat baik mencapai sebesar 100%, dan keterlaksanaan pembelajaran mencapai 100% untuk kriteria baik dan sangat baik. Peningkatan ini, menyebabkan tindakan pada siklus II terlaksana secara optimal dan tidak perlu dilakukan tindakan selanjutnya. Berdasarkan data di atas dapat disimpulkan bahwa penggunaan model pembelajaran berbasis riset dapat meningkatkan hasil belajar mahasiswa.

Kata kunci: Hasil belajar mahasiswa, Model Pembelajaran Berbasis Riset, Teori belajar, Model-Model dan Metode Pembelajaran

ABSTRACT

Ariyati Mamula, 2015. Increasing student's learning achievement through research-based learning model on Belajar dan Pembelajaran (BDP) Subject. (A classroom action research on Semester 4 students of Physics Department, State University of Gorontalo, 2014/2015 academic year. Skripsi. Physics Study Program (S1/Bachelor), Physics Department, Faculty of Mathematics and Science, State University of Gorontalo. The principal supervisor was Prof. Dr. Enos Taruh, M.Pd and co-supervisor was Tirtawaty Abdjul, S.Pd, M.Pd.

This research aimed at increasing students' learning achievement through research-based learning model. This research referred to Kemmis and Taggart spiral model classroom action research design, which was carried out into 2 cycles, 2 meetings for each cycle. The instrument was used to collect the data were students' learning achievement test, students' activities observation sheet, lecturer's activities observation sheet and learning accomplishment sheet. The data were analyzed descriptively by percentage analysis. Based on the data analysis in cycle 1, from 25 students, there were 76 % students who obtained the score more than 75 %, students' activities 82 % obtained the criteria good and very good, lecturer's activities 86 % obtained the criteria good and very good, and learning accomplishment 83,33 % reached the criteria good and very good. This appears that the action in cycle I reached the indicator of accomplishment which has been standardized. Yet, that accomplishment was regarded still a bit lower because classical accomplishment was only around 76 % and there was 24 % still did not fulfill the learning accomplishment, thus, the action was continued into cycle II. In this cycle, the result of students' learning achievement increased 96 % classically, the students' activities, lecturer's activities and learning accomplishment for the criteria good and very good were 98 %, 100 % and 100%, respectively. This increasing caused the action in cycle 2 was conducted optimally and did not need further action. Based on the data above, it can be concluded that research based learning model can increase students' learning achievement.

Key words : Students' Learning Achievement, Research based Learning Model, Learning Theory, Models and Method of Learning.