

PHYSIC SSP DEVELOPMENT IN SMA/MA 2013 CURRICULUM IMPLEMENTATION TO IMPROVE STUDENT LEARNING OUTCOMES FROM STUDENT PERCEPTION OF GOOD CHARACTER THROUGH TOPIK MEKANIKA

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ABSTRACT

This research focused on the development of SSP-teaching materials by emphasizing aspects of the implementation of inquiry learning and evaluation involving the perception of good character of SMA students. This research subjects using students of SMA Negeri Galur Kulonprogo, measuring good character perceptions as required by the 2013 Curriculum. The chosen learning is an inquiry approach with problem-based learning with active student involvement. The evaluation developed in this connection has the effect of learning the topic of momentum and impulses and involves perceptions of the good character of students that come from integrated mechanics topics.

The development model chosen is 4 D (define, design, develops and disseminate) from Thiagarajan, Semmel-semmel (1974).

Define refers to the results of need assessment and through the integration between learning and evaluation that involves aspects of the character of students in order, understand and practice their knowledge in accordance to graduate competence standard. The design is based on inquiry learning model, and the success of the develops developed by SSP (Subject Spesific Pedagogic) - teaching materials that contain syllabus development, RPP (Design of Learning Preparation), student books and teacher books as well as evaluation of learning outcomes and perceptions of good character through self-assessment and learning responses derived from the topics studied. Development products are validated by peer teachers and experts.

Disseminate is limited to spread among fellow teachers who are the subject of the study. The resulting product is implemented by experimental design through a control class. The collected data is described as the feasibility continued with the ANACOVA test with two covariates.

The results of the study conclude (1). SSP development product inquiry learning model to improve learning outcomes in terms of perception of the character both on the topic of momentum and impulse is worthy of being implemented. (2). There is an effect of the SSP implementation of inquiry learning models on student learning outcomes in terms of good character perception and responses to learning. (3). There is an increase in learning outcomes on momentum impuls topics. Effective contribution to the response to the implementation of the inquiry model on learning outcomes by 23.0% and the effective contribution of perceptions of good character to learning outcomes by 15.9%. (4). Student responses to the SSP with the application of inquiry learning models showed that the majority of students gave a pleasant assessment response.

Kata Kunci: SSP development, 2013 SMA / MA curriculum, learning results, good character