

ABSTRAK

PERSEPSI SISWATERHADAP IMPLEMENTASI PENDEKATAN CTL DALAM PROSES BELAJAR MENGAJAR (Studi Kasus : SMA Se Kodya Daerah Istimewa Yogyakarta)

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Penelitian ini bertujuan mengetahui: (1) seberapa jauh kemampuan guru sekolah negeri dan sekolah swasta dalam mengimplementasikan Pendekatan Contextual Teaching Learning (CTL) dalam proses belajar mengajar; (2) perbedaan kemampuan guru sekolah negeri dan sekolah swasta dalam pengimplementasian Pendekatan Contextual Teaching Learning (CTL).

Penelitian studi kasus ini dilaksanakan di 20 SMA Se Kodya Daerah Istimewa Yogyakarta pada bulan juli sampai agustus 2008. Instrumen pengumpulan data yang digunakan adalah kuesioner. Sampel dalam penelitian ini adalah siswa-siswi SMA baik negeri maupun swasta yang berjumlah 521 siswa.

Untuk analisis data digunakan teknik analisis deskriptif dan analisis komparatif (uji t). Hasil penelitian menunjukkan bahwa : (1) implementasi pendekatan Pendekatan Contextual Teaching Learning (CTL) untuk keseluruhan aspek terkategori baik dan untuk masing-masing aspek yaitu aspek kontruktivis terkategori sangat baik, aspek menemukan terkategori baik, aspek bertanya terkategori sangat baik, aspek masyarakat belajar terkategori baik, aspek pemodelan terkategori baik, aspek refleksi terkategori baik, dan aspek penilaian terkategori baik; (2) tidak ada perbedaan kemampuan guru sekolah negeri dan swasta dalam implementasi Pendekatan Contextual Teaching Learning ($sign. value=0,086 > a=0,05$)

ABSTRACT

THE STUDENT'S PERCEPTION ON CTL APPROACH IN TEACHING LEARNING PROCESS

Case Study on Senior High Schools in Yogyakarta Municipality

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The research has purpose to find out 1) how far the teacher's ability in public school and private school in implementing CTL approach in teaching learning process, 2) the difference of teacher's ability in public school and private school in implementing CTL approach.

The case study was conducted in 20 Senior High School in Yogyakarta Municipality on july until augts 2008. The instrument used was questionnaire. The sampel in this research were 521 students from public school and private school. The data analysis technique used in this study was descriptive analytical technique and comparative analytical technique (t test). The resul of the research shows that 1) The implementation of CTL approach for all aspect's categoriezed as good. The detail for each aspecr are follows : contructivies aspect is categoriezed as very good, Inquiry aspect is categoriezed as good, Questioning aspect is categoriezed as good, Learning Community aspect is categoriezed as good, Modeling aspect is categoriezed as good, Reflection aspect is categoriezed as good, Authentic Assessment aspect is categoriezed as good; 2) no differences on the ability of the teacher's from public school and private school in implementing CTL approach ($sign. value= 0,086 > a =0,05$).