ABSTRAK

Gerardus Wibisono. 131414015. 2017. "Keaktifan Siswa, Minat Siswa, dan Hasil Belajar Siswa pada Penerapan Teori Belajar Ausubel dalam Pembelajaran Matematika Kelas XA SMA Santo Mikael Sleman Tahun Ajaran 2016/2017 dengan Pokok Bahasan Logika Matematika."

Penelitian ini bertujuan untuk mengetahui (1) keterlaksanaan pembelajaran yang menerapkan teori belajar Ausubel, (2) keaktifan siswa (3) minat siswa (4) hasil belajar siswa. Penelitian ini menggunakan metode deskriptif kualitatif dan deskriptif kuantitatif. Subyek penelitian ini adalah siswa kelas XA SMA Santo Mikael Sleman tahun ajaran 2016/2017 yang berjumlah 22 siswa, yang terdiri dari 16 siswa laki-laki dan 6 siswa perempuan.

Data yang diperlukan ialah data keterlaksanaan pembelajaran yang menerapkan teori belajar Ausubel diperoleh dari pengamatan atau observasi dengan menggunakan lembar pengamatan keterlaksanaan pembelajaran pada setiap pertemuan yang dianalisis berdasarkan kriteria keterlaksanaan pembelajaran. Data keaktifan siswa dan minat siswa diperoleh dari pengamatan atau observasi dengan menggunakan lembar pengamatan keaktifan siswa dan lembar pengamatan minat siswa yang dianalisis berdasarkan aspek-aspek keaktifan dan minat sehingga diperoleh total siswa yang aktif dan total siswa yang terlibat dalam kegiatan pembelajaran. Data minat siswa terhadap pembelajaran yang menerapkan teori belajar Ausubel diperoleh dari siswa yang mengisi angket minat siswa yang dianalisis berdasarkan kriteria skor minat siswa. Data hasil belajar Ausubel diperoleh dari *pre-test* dan *post-test* yang kemudian dilihat berdasarkan kriteria ketuntasan hasil belajar.

Hasil ini menunjukkan bahwa: (1) keterlaksanaan pembelajaran yang menerapkan teori belajar Ausubel secara rata-rata tergolong baik dengan persentase 72,06%; (2) persentase total siswa yang aktif dalam diskusi kelas adalah 38,98% atau tergolong rendah. Sedangkan presentase total siswa yang aktif dalam diskusi kelompok adalah 49,63% atau tergolong cukup aktif; (3) presentase total siswa yang terlibat dalam diskusi kelompok adalah 80,4% atau tergolong sangat tinggi berminat. Sedangkan minat siswa terhadap pembelajaran yang menerapkan teori belajar Ausubel berdasarkan angket minat diperoleh persentase siswa yang berminat yaitu 95,45% dan siswa yang cukup berminat yaitu 4,55%; (4) hasil belajar siswa dilihat dari rata-rata *pre-test* yaitu 58,125 dan *post-test* yaitu 62,57 belum mencapai Kriteria Ketuntasan Minimum (KKM) yaitu 70 yang ditetapkan sekolah. Dilihat dari jumlah siswa yang mencapai ketuntasan pada *pre-test* sama dengan pada *post-test* yaitu 8 siswa atau 36,36%. Menurut seorang siswa yang cukup berminat bahwa hasil belajar siswa tersebut setelah pembelajaran yang menerapkan teori belajar Ausubel mengalami sedikit peningkatan dari sebelumnya walaupun hasil belajar tersebut belum maksimal. Sedangkan menurut dua siswa yang berminat bahwa hasil belajar siswa tersebut mengalami peningkatan dan hasil belajar tersebut sudah sangat baik.

Kata kunci: penerapan teori belajar Ausubel, keaktifan, minat, dan hasil belajar.

ABSTRACT

Gerardus Wibisono. 2017. Student Activity, Interest, and Learning Results on Application Ausubel Learning Theory in Learning Mathematics Class XA Santo Mikael Sleman Senior High School at the Academic Years of 2016/2017 with the Subject of Mathematical Logic.

This research aimed to find out: 1) the implementation of learning that applies Ausubel learning theory; 2) students activity; 3) students interest; 4) the students results of learning. The subjects of this research were 22 students of class XA Santo Mikael Sleman senior high school at the academic years of 2016/2017. The type of this research was descriptive qualitative and descriptive quantitative.

The required data were data of learning implementation of Ausubel is learning theory which was derived from observation by using observation sheet of learning implementation at each meeting which was analyzed based on learning implementation criteria. The data of students activity and interest were obtained through observation by using students activity and interest observation sheets which were analyzed based on the activeness and interest aspects so that the total number of active students and involved students in learning activity were obtained. The data of students interest on learning were obtained from students who filled the questionnaires of students interest which were analyzed based on the criterion of student interest score. Ausubel learning result data were obtained from pre-test and post-test which then seen based on the criteria mastery results of learning.

The research showed that (1) The implementation of Ausubel learning theory on average was quite good with the percentage of 72.06%; (2) the percentage of total active students in class discussion was 38.98% or it was low. While the percentage of total active students in group discussion was 49.63% or quite active; (3) the total percentage of students who were involved in the group discussion was 80.4% or very high in interest. Students interest towards learning which applied Ausubel learning theory based on interest questionnaires showed that 95,45% students were interested and 4,55% students were interested enough; (4) students learning results showed from pre-test score which was 58,12% and post-test which was 62.57% had not reached minimum exhaustiveness criterion (KKM) which is 70. The number of students who achieve the KKM in the pre-test was equal to the post-test which were 8 students or 36.36%. According to a student who is interested enough that student learning outcomes after learning that apply Ausubel learning theory has slightly increased from before although the learning result is not maximized. Meanwhile, according to two students who are interested that the students' learning outcomes have increased and the learning outcome is very good.

Keywords: application of Ausubel learning theory, activity, interest, and learning result.