

ABSTRAK

SIKAP GURU TERHADAP METODE *STUDENT ACTIVE LEARNING* DALAM KURIKULUM BERBASIS KOMPETENSI

Studi kasus terhadap guru-guru di SMA Negeri 2 dan 3 Bantul, Yogyakarta

TARCITIUS JOKO KRISTANTO

Universitas Sanata Dharma

Yogyakarta

2005

Tujuan penelitian ini adalah untuk mengetahui: ada tidaknya perbedaan sikap guru terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari jenis kelamin, usia, frekuensi pelatihan KBK, pengalaman mengajar, dan pendapatan guru.

Penelitian dengan studi kasus terhadap guru-guru di SMA Negeri 2 dan 3 Bantul ini dilaksanakan pada bulan November sampai Desember 2004. Populasi penelitian ini mencakup seluruh guru di SMA Negeri 2 dan 3 Bantul, yang berjumlah 100 orang, sedangkan sampel penelitiannya berjumlah 50 orang. Penentuan sampel menggunakan pemilihan secara acak atau lebih dikenal dengan *sampling peluang*.

Instrumen penelitian yang digunakan untuk mengumpulkan data adalah dengan kuesioner, wawancara, dan dokumentasi. Teknik pengujian instrumen penelitian dengan menggunakan uji Validitas *Product Moment* dari *Pearson* dan uji Reliabilitas dengan rumus dari *Cronbach-Alpha*. Sedangkan teknik analisis data yang digunakan adalah dengan uji *Chi-kuadrat*.

Hasil penelitian menunjukkan bahwa guru-guru di SMA Negeri 2 dan 3 Bantul: (1) tidak ada perbedaan sikap terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari jenis kelamin ($\chi^2_{\text{tabel}} = 3,84 \geq \chi^2_{\text{hitung}} = 0,0066$); (2) tidak ada perbedaan sikap terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari usia ($\chi^2_{\text{tabel}} = 5,99 \geq \chi^2_{\text{hitung}} = 1,7006$); (3) tidak ada perbedaan sikap terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari frekuensi pelatihan KBK ($\chi^2_{\text{tabel}} = 5,99 \geq \chi^2_{\text{hitung}} = 3,6835$); (4) tidak ada perbedaan sikap terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari pengalaman mengajar ($\chi^2_{\text{tabel}} = 5,99 \geq \chi^2_{\text{hitung}} = 1,312$); (5) tidak ada perbedaan sikap terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari pendapatan guru ($\chi^2_{\text{tabel}} = 5,99 \geq \chi^2_{\text{hitung}} = 3,9926$).

Sedangkan sikap guru secara umum memiliki sikap positif terhadap metode *student active learning* dalam kurikulum berbasis kompetensi ditinjau dari jenis kelamin, usia, frekuensi pelatihan KBK, pengalaman mengajar dan pendapatan guru.

ABSTRACT

TEACHER'S ATTITUDE TOWARD STUDENT ACTIVE LEARNING METHOD WITHIN COMPETENCE-BASED CURRICULUM(CBC)

A Case Study of Teachers of "SMA N 2" and "3" Bantul, Yogyakarta

TARCITIUS JOKO KRISTANTO

Sanata Dharma University

Yogyakarta

2005

The aims of this study was to know whether or not there was any differences on teacher's attitude toward student active learning method within Competence-Based Curriculum(CBC) based on sex, age, CBC training frequency, teaching experience, and teacher's income.

This case study was conducted from November to December 2004. This research used 100 teacher's of "SMA N 2" and "3" Bantul Yogyakarta as population and 50 teacher's as sample's. The sample determination technique used was random sample or sampling chance.

The research instruments of data collecting were questionnaire, interviews and documentation. The research instruments was assessed by using *Product Moment Validity* from *Pearson* and *Cronbach-Alpha* formula. The data then be analyzed with Chi-Quadratic test.

The results of this research were: (1) there was no difference on teacher's attitude toward student active learning method within Competence-Based Curriculum based on sex($\chi^2_{table} = 3,84 \geq \chi^2_{count} = 0,0066$); (2) there was no difference on teacher's attitude toward student active learning method within Competence-Based Curriculum based on age($\chi^2_{table} = 5,99 \geq \chi^2_{count} = 1,7006$); (3) there was no difference on teacher's attitude toward student active learning method within Competence-Based Curriculum based on the CBC training frequency($\chi^2_{table} = 5,99 \geq \chi^2_{count} = 3,6835$); (4) there was no difference on teacher's attitude toward student active learning method within Competence-Based Curriculum based on teacher's experience($\chi^2_{table} = 5,99 \geq \chi^2_{count} = 1,312$); and (5) there was no difference on teacher's attitude toward student active learning method within Competence-Based Curriculum based on teacher's income($\chi^2_{table} = 5,99 \geq \chi^2_{count} = 3,9926$).

From this result, this research concluded that generally, teacher's attitude toward student active learning method within Competence-Based Curriculum was positive whether it was based on sex, age, the CBC training frequency, teaching experience, and teacher's income.