

ABSTRAK

Purwanti, Caecilia Sri. 2007. *Pengembangan Silabus dan Materi Pembelajaran Cerita Berdasarkan Pendekatan Komunikatif, Kontekstual, dan Kooperatif untuk Siswa Kelas V Semester 1 Sekolah Dasar*. Skripsi, Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah, Universitas Sanata Dharma.

Penelitian ini merupakan penelitian pengembangan dan juga penelitian studi pustaka karena penelitian ini tidak dilakukan di lapangan tetapi dari kajian-kajian pustaka. Dari kajian-kajian pustaka tersebut ditemukan model pengembangan silabus dan materi pembelajaran berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif. Adapun permasalahan yang diangkat dalam penelitian ini adalah (1) bagaimana pengembangan silabus pembelajaran cerita berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif untuk siswa kelas V semester 1 sekolah dasar? (2) bagaimana pengembangan materi pembelajaran cerita berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif untuk siswa kelas V semester 1 sekolah dasar?

Penelitian ini bertujuan untuk menghasilkan produk (1) silabus dan (2) materi pembelajaran cerita berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif untuk siswa kelas V semester 1 sekolah dasar. Pengembangan kedua produk diawali dengan melakukan studi pustaka. Kegiatan ini dilakukan untuk mengetahui model-model pembelajaran cerita berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif. Langkah pengembangan silabus meliputi (1) mengkaji standar kompetensi dan kompetensi dasar, (2) mengidentifikasi materi pokok/pembelajaran, (3) mengembangkan kegiatan pembelajaran, (4) merumuskan indikator pembelajaran, (5) menentukan jenis penilaian, (6) menentukan alokasi waktu, dan (7) menentukan sumber belajar. Pengembangan materi meliputi (1) mengidentifikasi standar kompetensi, kompetensi dasar, dan indikator, (2) menguraikan materi pembelajaran sesuai dengan indikator, (3) memilih media yang relevan, dan (4) memberikan kegiatan pembelajaran yang memungkinkan siswa beraktivitas.

Untuk mengetahui kualitas produk berupa silabus dan materi pembelajaran cerita berdasarkan pendekatan komunikatif, kontekstual, dan kooperatif untuk siswa kelas V semester 1 sekolah dasar dilakukan uji penilaian produk untuk mendapatkan masukan dan saran terhadap produk pengembangan. Uji penilaian yang dilakukan meliputi penilaian oleh pakar pendidikan/perancangan silabus dan materi pembelajaran bahasa Indonesia dan guru bahasa Indonesia kelas V sekolah dasar. Data yang diperoleh dari hasil uji penilaian dijadikan dasar untuk merevisi produk silabus dan materi pembelajaran.

Hasil akhir pengembangan produk silabus dan materi pembelajaran itu dikaji berdasarkan teori yang digunakan. Produk ini dikembangkan berdasarkan pendekatan komunikatif, pendekatan kontekstual, dan pendekatan kooperatif yang mengacu pada KTSP 2006. Komponen silabus meliputi (1) identitas silabus yang meliputi: satuan pendidikan, mata pelajaran, kelas, semester, standar kompetensi, (2) kompetensi dasar, (3) materi pokok/pembelajaran, (4) kegiatan pembelajaran,

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

(5) indikator, (6) penilaian, (7) alokasi waktu, dan (8) sumber/bahan/alat. Komponen materi pembelajaran meliputi (1) unit dan tema, (2) standar kompetensi, kompetensi dasar, dan indikator, (3) materi, (4) aktivitas pembelajaran, dan (5) penilaian.

Produk pengembangan silabus dan materi ini baru dinilai pada ahli perancangan silabus dan materi pembelajaran bahasa Indonesia dan guru bahasa Indonesia dan belum diujicobakan secara langsung dalam kegiatan pembelajaran di kelas. Dengan demikian, ada kemungkinan terdapat kekurangan dalam pengembangan ini. Oleh karena itu, perlu dilakukan penelitian lebih lanjut untuk mengetahui efektivitas produk pengembangan silabus dan materi ini. Namun demikian, pengembangan ini dapat dijadikan sebagai salah satu model untuk pengembangan silabus dan materi untuk pengembangan yang lain.



ABSTRACT

Purwanti, Caecilia Sri. 2007. *Syllabus and Instructional Materials Development on Stories Using Communicative, Contextual, and Cooperative Approaches for Semester I of the Fifth Grade Students of Elementary School*. A Thesis. The Indonesian and Local Language and Letters Education Study Program, Sanata Dharma University.

This research was a developmental and library study because it was not performed in a real life situation; instead it was mere theoretical review. From the studies, the writer found a syllabus development model and an instructional material on stories using communicative, contextual, and cooperative approaches. Therefore the problems that may be formulated were: (1) how a syllabus on stories for semester I of the fifth grade of elementary school students using communicative, contextual, and cooperative approaches can be developed? (2) How an instructional material for semester I of the fifth grade of elementary school students using communicative, contextual, and cooperative approaches can be developed?

This research was intended to produce (1) a syllabus and (2) instructional material for semester I of the fifth grade of elementary school students using communicative, contextual, and cooperative approaches. The developments of both products were initiated by a theoretical review. The theoretical review was used to identify stories instructional models using communicative, contextual, and cooperative approaches. The syllabus development processes are (1) study the competence standard and the basic competence, (2) identify the fundamental instructional material, (3) developing instructional activities, (4) formulate instructional indicators, (5) determine the types of assessments, (6) determine the time allotment, and (7) appoint the learning source. The material development processes were (1) identify the standard competence, the basic competence, and the indicators, (2) analyze the instructional material based on its indicators, (3) choose the relevant media, and (4) provide instructional activities that activate the students.

In order to find out the quality of the syllabus and the instructional materials on stories using communicative, contextual and cooperative approaches for semester I of the fifth grade students of elementary school, both products must be assessed in order to gain feedbacks and suggestions for the development of the product. The conducted assessments include the assessment were done by education specialists and Indonesian Language and Letters teachers for fifth grade students of elementary schools. The collected data from the assessment was used to revise both products.

The final result of this syllabus and instructional material development was then studied based on the theory which was used. These products were developed based on the communicative, contextual, and cooperative approaches which referred to the School Based Curriculum (KTSP) 2006. The syllabus components include (1) the identity of the syllabus which covered: the school level, the subject, the grade, the semester, and the standard competence, (2) the

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

basic competence, (3) the fundamental instructional material, (4) the instructional activities, (5) the indicators, (6) the assessments, (7) the time allotment; and (8) the sources/media. The components of the instructional material included (1) the units and themes, (2) the standard competence, the basic competence, and the indicators, (4) the materials, (5) the instructional activities, and (6) the assessments.

The syllabus and materials had just been assessed by syllabus and material development specialist and by Indonesian Language and Letters teachers. It had not been directly implemented in an instructional activity in a class before. Therefore, there might be some insufficiencies in this development. Thus, a more advanced research to notify the effectiveness of the syllabus and material development is necessary. However, such development can be used as one of the model to create other types of syllabus and material developments.

