

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Dara, Oktavia. 2011. *Pengembangan Buku Ajar Bahasa Indonesia SMA di Yogyakarta Kelas XI Semester 2 Program IPS Berdasarkan Pendekatan Student Centered Learning (SCL)*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian ini merupakan sebuah penelitian pengembangan untuk menghasilkan produk berupa buku ajar bahasa Indonesia SMA di Yogyakarta kelas XI semester 2 program IPS. Pendekatan yang digunakan adalah *Student Centered Learning (SCL)*.

Proses pengembangan untuk menghasilkan buku ajar tersebut meliputi: (1) menyebarkan kuesioner analisis kebutuhan kepada siswa kelas XI IPS di SMAN 6 Yogyakarta, SMA BOPKRI 1 Yogyakarta, dan SMA Kolese De Britto Yogyakarta. Berdasarkan hasil analisis kebutuhan tersebut, peneliti mengetahui jika siswa SMA kelas XI membutuhkan buku ajar yang memuat beberapa sarana untuk mengaktifkan siswa; (2) melakukan wawancara dengan guru pengampu bahasa Indonesia di ketiga sekolah tersebut berkaitan dengan penggunaan buku ajar bahasa Indonesia; (3) mengolah data dari hasil kuesioner dan wawancara; (4) menyusun buku ajar; (5) menguji validitas buku ajar dengan meminta masukan atas produk buku ajar tersebut kepada dua orang ahli yaitu seorang dosen bahasa Indonesia di Universitas Sanata Dharma (pembimbing skripsi) dan oleh seorang guru pengampu pelajaran bahasa Indonesia di SMA Pangudi Luhur St. Louis IX Sedayu, Yogyakarta; (6) uji coba produk buku ajar kepada siswa kelas XI IPS di SMA Pangudi Luhur St. Louis IX Sedayu, Yogyakarta; dan (7) melakukan revisi terhadap produk buku ajar berdasarkan penilaian kedua ahli bahasa Indonesia dan hasil evaluasi siswa semester 2 kelas XI SMA Pangudi Luhur St. Louis XI Sedayu, Yogyakarta.

Dari hasil penilaian, dapat diketahui bahwa buku ajar yang dikembangkan oleh peneliti memperoleh persentase kelayakan sebesar 80%. Berdasarkan hasil uji coba yang dilakukan terhadap buku ajar yang sama, ditemukan bahwa (1) siswa dapat aktif menyimak teks bacaan yang terdapat dalam buku ajar, (2) siswa dapat melihat dan mendengarkan tayangan video yang digunakan dalam buku ajar, (3) materi pembelajaran yang disajikan mendorong siswa untuk berpikir kritis, kreatif dan mampu memecahkan masalah. Hal tersebut dapat terjadi karena (1) metode pembelajaran yang digunakan dalam buku ajar tersebut berpusat pada siswa, (2) *Lay out* materi pembelajaran didukung oleh berbagai macam gambar dan tampilan warna yang dikemas secara menarik, dan (3) materi disampaikan oleh guru secara menarik.

Berdasarkan hasil penelitian tersebut peneliti memberikan dua buah saran. Pertama, dalam menggunakan produk buku ajar, guru masih perlu menyesuaikannya dengan karakteristik siswa maupun situasi masyarakat. Kedua, mengingat penelitian tentang pengembangan buku ajar ini masih sangat terbatas, peneliti lain dapat melakukan penelitian dengan menggunakan pendekatan yang berbeda, misalnya pendekatan kontekstual.

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ABSTRACT

Dara, Oktavia. 2011. *The Development of Indonesian Language Textbook for Second Semester of Social Science Study Program of Grade XI Senior High School in Yogyakarta based on Student Centered Learning (SCL) Approach*. Yogyakarta: PBSID. FKIP, Sanata Dharma University.

The research was a developmental research to produce an Indonesian Language textbook for second semester of eleventh grade students of Social Science Study Program of some Senior High Schools in Yogyakarta. The approach used was *Student Centered Learning (SCL)*.

The process to develop the textbook includes the following elements: (1) data sampling using questionnairees to the second semester of the eleventh grade students of the Social Sciense Study Program of the 6th Public Senior High School, Yogyakarta, BOPKRI 1 Senior High School, Yogyakarta, and Kolese De Britto Senior High School, Yogyakarta. Based on the result of the data analysis the writer discovered that the students of those schools need a textbook which contains some means to help them become active learners; (2) interviewing the Indonesian Language teachers of the three schools about the usage of the textbook of the Indonesian Language; (3) processing and analyzing data gleaned from the questionaires and the interview; (4) writing an Indonesian Language textbook; (5) testing the validity of the textbook with the help of two experts, namely a lecturer of the Indonesian Language at the Sanata Dharma University, who also acted as the researcher's mentor, and a teacher of the Indonesian Language at Pangudi Luhur St. Louis IX Senior High School, Sedayu, Yogyakarta; (6) testing the textbook by using it to teach the second semester of the eleventh grade students of the Social Science Study Program at Pangudi Luhur St. Louis IX Senior High School, Sedayu, Yogyakarta; and (7) revising the textbook based on the evaluation given by the two experts and the students of Pangudi Luhur St. Louis IX Senior High School, Sedayu, Yogyakarta, participating in the learning process using the textbook.

Based on the result of the evaluation of the textbook, it can be concluded that the textbook written by the researcher got 80% of expediency level. Based on the result of the testing of the usage of the textbook, the researcher could witness that (1) the students actively paid attention to the reading materials given in the textbook, (2) they attentively watching the video provided in the textbook, and (3) the learning materials provided in the textbook encouraged the students to think critically and creatively, as well as helped the students able to solve problems given to them. All of this could take place because of three reasons: (1) the process of learning used in the textbook was centered on the students, (2) the layout of the learning materials were designed attractively using several drawings or pictures and different colors, and (3) the teacher's teaching method was interesting and attractive.

Based on the result of the research, the researcher offers two suggestions. Firstly, when teachers use the textbook developed by the researcher, they need to pay attention to the characteristic of the students as well as the situation of the society. Secondly, since the research about the developing of the the textbook was very limited, other researchers can develop other research using different approaches, such as contextual approach.