

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Handika, Fransiskus. 2011. *Pengembangan Buku Ajar Bahasa Indonesia SMA di Yogyakarta Kelas XI Semester 1 Program IPS Berdasarkan Pendekatan Student Centered Learning (SCL)*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian ini merupakan penelitian pengembangan, yaitu proses penyusunan secara sistematis dan terencana untuk menghasilkan produk berupa buku ajar bahasa Indonesia SMA Kelas XI Semester 1 program IPS. Masalah yang diangkat dalam penelitian pengembangan ini adalah bagaimana pengembangan buku ajar bahasa Indonesia SMA di Yogyakarta kelas XI semester 1 program IPS berdasarkan pendekatan *student centered learning* (SCL). Penelitian ini bertujuan untuk menyusun buku ajar SMA di Yogyakarta kelas XI semester satu program IPS berdasarkan pendekatan *student centered learning* (SCL).

Ada lima tahapan yang dilakukan oleh peneliti dalam mengembangkan buku ajar ini. (1) Pengambilan data analisis kebutuhan pada siswa kelas XI di 3 sekolah yaitu SMA N 6 Yogyakarta, SMA Kolese De Britto Yogyakarta dan SMA BOPKRI 1 Yogyakarta. (2) Proses pengembangan buku ajar. (3) Penilaian hasil pengembangan oleh ahli bahasa Indonesia. (4) Uji coba produk pada siswa kelas XI IPS 2 SMA Pangudi Luhur St. Louis IX Sedayu, Yogyakarta. (5) Melakukan revisi produk pengembangan.

Berdasarkan analisis data, proses pembelajaran bahasa Indonesia yang dikehendaki oleh siswa adalah kegiatan pembelajaran bahasa Indonesia yang menyenangkan, menggunakan media audiovisual, banyak kegiatan belajar secara berkelompok, terdapat integrasi antara 4 aspek keterampilan berbahasa, belajar dengan praktik secara langsung, belajar di luar kelas, menggunakan buku ajar yang layoutnya menarik, guru menilai secara objektif, dan pembelajaran bahasa yang terintegrasi dengan kebahasaan.

Setelah buku ajar dikembangkan buku dinilai oleh ahli bahasa Indonesia. Berdasarkan hasil penilaian dapat diketahui bahwa buku ajar yang sudah dikembangkan memperoleh persentase nilai 83,33%. Hal ini menunjukkan bahwa buku ajar tersebut sudah baik dan tidak perlu dilakukan revisi. Saran yang diberikan oleh ahli bahasa Indonesia adalah keterkaitan antara materi, dengan tema belum sepenuhnya ada, format video yang digunakan kurang sederhana, dan kualitas video masih perlu ditingkatkan.

Hasil uji coba produk menunjukkan bahwa teks-teks yang terdapat dalam buku ajar cukup mudah dipahami dan panjang tetapi sudah cukup sesuai dengan tema. Video yang digunakan sudah sesuai dengan waktu pembelajaran, dan sesuai dengan tema, namun masih perlu ditingkatkan kejelasan suara dan gambarnya. Materi yang terdapat dalam buku ajar sudah cukup jelas dan lengkap. Tampilan dalam buku ajar sudah menarik. Perintah dengan kegiatan dalam buku sudah sesuai dan soal-soal bervariasi. Metode pembelajaran yang terdapat dalam buku ajar sudah berpusat pada

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guru dan siswa serta guru cukup menarik dalam menyampaikan materi. Siswa juga sudah cukup antusias dalam mengikuti pembelajaran.

Dari hasil uji coba produk tersebut penulis melakukan perbaikan pada beberapa bagian yaitu dengan memperpendek uraian bacaan, meningkatkan kualitas gambar dan suara video dan menyertakan *software GOM media player*.

Saran yang diberikan peneliti adalah bahwa penggunaan buku ajar di sekolah yang berbeda memungkinkan adanya modifikasi dan penyesuaian dengan keadaan sekolah. Peneliti lain juga dapat mengembangkan topik serupa dengan objek penelitian yang berbeda misalnya jenjang SD atau SMP.



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ABSTRACT

Handika, Fransiskus. 2011. *Designing a Set of Indonesian Textbook for the First Semester of Grade XI Social Program of Senior High School in Yogyakarta Based On Student Centered Learning (SCL) Approach*. Yogyakarta: PBSID, FKIP, Sanata Dharma University.

This study was a research and development; a planned and systematic process of designing a semester one Bahasa Indonesia teaching book for XIth grade students of social program of senior high school. The problem was formulated to answer the question on how the designing a semester one Bahasa Indonesia teaching book for XIth grade students of senior high school was designed based on the Student Centered Learning (SCL) approach in Yogyakarta. This study was aimed to design a semester one Bahasa Indonesia teaching book for XIth grade students of senior high school based on the Student Centered Learning (SCL) approach in Yogyakarta.

There were five steps used by the researcher to design this teaching book. Those steps were (1) information collecting to the needs of the XIth grade students in SMA N 6 Yogyakarta, SMA Kolese De Britto Yogyakarta, and SMA BOPKRI 1 Yogyakarta; (2) the material designed; (3) expert validation to the material designed; (4) implementation of the designed product to the XIth grade students of social program of SMA Pangudi Luhur St. Louis IX Sedayu, Yogyakarta; (5) product revision.

Based on the data analysis, the expected teaching and learning activities to learn Bahasa Indonesia were having enjoyable activities, using audiovisual learning media, studying in groups, integrating the four language skills, having direct practices, learning outside the class, using an interesting teaching book, having an objective assessment from the teacher, and integrating the language learning with linguistics.

After the teaching book had been finished, then it was being evaluated by the experts. Based on the evaluation, the assessment from the experts reached 83,33% percent. It showed that the teaching book was good so that it did not need to be revised. Instead, they gave some suggestions towards the teaching book. They said that relation between the materials and the themes were not fully existed, the video formats were not simplified, and the video qualities were needed to be improved.

The result of the product implementation showed that the texts used in the teaching book were understandable and long enough, but they still match with the themes. The videos were also match with the time allocation and the theme, but the quality of the voice and picture were still need to be improved. The materials were complete and understandable too. Meanwhile the appearance of the teaching book was interesting. And the instructions were proper to every activity and the exercises were varied. The teaching method had focused on the teacher and students. Moreover, the way of the teacher in giving the materials was interesting so that the students could enjoy their learning. Based on those results, the researcher tried to make some

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improvements in the teaching book such as simplifying the texts, improving the video quality, and simplifying the video format.

Finally, the researcher suggests that in using this teaching book in any different schools may need any different variation or modification too based on the situation of the school itself. The researcher also suggests the other researchers to develop this study into any similar topic with any different objects, such as in Elementary Schools or Junior High Schools.

