

ABSTRAK

Skripsi ini berjudul HUBUNGAN PROFESIONALITAS GURU PAK, MINAT MENGIKUTI PENDIDIKAN AGAMA KATOLIK DI SEKOLAH DAN PRESTASI BELAJAR SISWA-SISWI SMP ST. LUSIA BEKASI TAHUN AJARAN 2005/2006. Dinamika Pendidikan Agama Katolik dipengaruhi oleh banyak faktor baik eksternal maupun internal. Karena keterkaitannya dengan pelbagai aspek hidup manusia, sulitlah menentukan suatu faktor yang menjadi kunci keberhasilan Pendidikan Agama Katolik. Meskipun demikian, cukuplah beralasan untuk menyatakan bahwa profesionalitas guru PAK, minat siswa mengikuti pendidikan agama Katolik, dan prestasi belajar agama Katolik merupakan tiga faktor kunci yang mendinamisir proses belajar mengajar. Karena itu, penelitian ini dimaksudkan untuk mengkaji hubungan ketiga faktor tersebut. Ada tiga hipotesis yang hendak diuji, yakni bahwa ada hubungan antara profesionalitas guru PAK dengan minat mengikuti PAK; kedua bahwa ada hubungan antara profesionalitas guru PAK dan prestasi belajar PAK; dan ketiga bahwa ada hubungan antara minat mengikuti PAK dan prestasi belajar PAK.

Untuk menguji ketiga hipotesis itu secara empirik, dilakukanlah penelitian dengan metode kuantitatif. Subyek penelitian ini adalah 91 siswa/siswi SMP St. Lusia Bekasi. Sampel ini diambil berdasarkan pertimbangan keterwakilan populasi; dan pengambilan sample dilakukan dengan cara *cluster random sampling*. Artinya, subyek penelitian dipilih secara acak berdasar kelompok kelas: 1 kelas dari tingkat II yang terdiri dari tiga kelas dan 1 kelas dari tingkat III yang juga terdiri dari tiga kelas dipilih secara acak. Instrumen penelitian ini berupa kuesioner dalam bentuk skala likert, dengan menggunakan metode uji terpakai. Subyek penelitian diminta untuk menjawab 60 pernyataan tentang profesionalitas guru agama mereka dan minat mereka terhadap PAK. Peneliti juga mengumpulkan nilai raport mereka untuk menguji prestasi belajar PAK. Teknik korelasi dua ekor digunakan untuk menguji ketiga hipotesis tersebut

Studi menunjukkan bahwa ada hubungan positif antara profesionalitas dan minat mengikuti PAK dengan nilai korelasi 0.974 pada taraf signifikan 0.01. Artinya, semakin profesional guru PAK, semakin besar pula minat siswa dalam mengikuti PAK. Demikian sebaliknya, semakin tinggi minat mengikuti PAK, semakin tinggi pula profesionalitas guru PAK. Hipotesis kedua juga diteguhkan, yakni bahwa ada hubungan positif antara profesionalitas dan prestasi belajar PAK dengan nilai korelasi 0,951 pada taraf signifikan 0.01. Artinya, semakin profesional guru PAK dalam mengajar PAK, semakin tinggi pula prestasi siswa dalam PAK, dan demikian sebaliknya. Akhirnya, ditemukan juga bahwa ada hubungan antara minat mengikuti PAK dan prestasi belajar PAK, dengan nilai korelasi 0.944 pada taraf signifikan 0.01. Artinya, semakin tinggi minat siswa dalam mengikuti PAK, semakin tinggi pula prestasinya; dan sebaliknya, semakin tinggi prestasi belajar PAK, semakin tinggi pula minat siswa mengikuti PAK. Implikasi penemuan-penemuan itu adalah bahwa untuk meningkatkan prestasi belajar PAK, guru PAK sendiri mesti mengupayakan dan mengembangkan profesionalitas pengajarannya; dan di sisi lain, para siswa mesti juga diupayakan untuk mencintai dan terlibat dengan senang hati dalam kegiatan PAK.

ABSTRACT

The title of the thesis is THE CORRELATION of PROFESSIONALISM OF RELIGIOUS TEACHER, THE INTEREST TO FOLLOW CATHOLIC RELIGIOUS EDUCATION, AND THE RELIGIOUS ACHIEVEMENT OF THE STUDENTS OF ST. LUSIA BEKASI IN THE YEAR OF 2005/2006. The dynamic of the Catholic Religious Education is affected by many factors, both external and internal. Due to its tie with dimensions of human life, it is difficult to determine a key factor of a success of Catholic Religious Education. However, it is reasonable to say that professionalism of a religious teacher, a religious interest to follow Catholic education, and academic achievement are the key factors in a process of learning and teaching. Therefore, this research is to investigate the correlation among the three factors. There are three hypotheses: There is a correlation between professionalism of a religious teacher and a religious interest of the students; the second, there is a correlation between professionalism of a religious teacher and the achievement of the religious education; and the third, there is a correlation between students' religious interest and their achievement.

To test empirically those three hypotheses, research is conducted, using a quantitative method. The subjects are 91 SMP students of St. Lusla Bekasi. This sample is based on representativeness of the population, and its draw is done by a cluster random sampling. It means that the subjects are selected randomly on the basis of their class group; one of Class II consisting of three classes and one of Class III consisting of three classes are randomly selected from Middle School as the sample. The instrument is a questionnaire, in the form of Likert-Scale using a try out method. The subjects are asked to answer 60 statements about professionalism of the religious teacher and the interest in religious education. The students' academic reports are gathered to measure the performance. Correlational procedure (2-tailed) is applied to analyze the correlation of the three hypotheses.

The result shows that professionalism is positively related to students' interest to follow a religious education, with correlational value of 0.974 at significant level of 0.01. It means, the more professional the religious teacher is, the higher the students' interest in learning religious education; and so the opposite, the higher the students' interest, the more professional the religious teacher is. The second hypothesis is also proved. There is positive relationship between professionalism of a religious teacher and the students' academic achievement, with the co-relational value of 0.951 at the significant level of 0.01. It means, the more professional the religious teacher, the higher the students' academic performance in their religious education; and so the opposite. Finally, it is also found that students' interest to follow religious education is positively related to academic achievement with correlational value of 0.944 at significant level of 0.01. It means, the higher the students' interest in following PAK, the higher their academic achievement is; and so the opposite. The findings imply that to increase the students' academic performance in learning religious education, a religious teacher should try and has to develop her/his professionalism of their teaching; and on the other side, the students should also be motivated to love and involve joyfully in religious academic activity.