

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

Judul skripsi **RELEVANSI PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING* DALAM PEMBELAJARAN PENDIDIKAN AGAMA KATOLIK SEKOLAH MENENGAH ATAS TERHADAP PENGEMBANGAN KECAKAPAN EMOSIONAL SISWA** dipilih berdasarkan pada pemahaman penulis bahwa kecakapan emosi dalam kehidupan kita sangatlah penting. Begitu pula halnya bagi siswa SMA yang digolongkan ke dalam usia remaja, kecakapan emosi juga sangat penting. Pentingnya kecakapan emosi bagi siswa SMA berkaitan erat dengan penerimaan diri, penghargaan terhadap orang lain dan tanggung jawab dalam menjalankan tugas. Kecakapan emosional siswa SMA yang sangat penting dalam hidup sehari-hari itu perlu dikembangkan. Pengembangan kecakapan emosi bagi siswa dapat diupayakan secara eksternal maupun secara internal. Upaya secara eksternal salah satunya dapat diwujudkan melalui jalur pendidikan pada umumnya dan Pendidikan Agama Katolik pada khususnya.

Persoalan pokok dalam skripsi ini adalah menemukan dan menggali alasan-alasan yang mendasar mengenai mengapa pembelajaran PAK SMA berorientasi pada pengembangan kompetensi siswa dan bagaimana pendekatan *Contextual Teaching and Learning* (CTL) dapat diterapkan agar relevan untuk mengembangkan kecakapan emosional siswa. Permasalahan pokok ini didalami oleh penulis melalui sumber-sumber pustaka yang mendukung baik mengenai kecakapan emosional remaja dan pengembangannya, pembelajaran PAK SMA, maupun pendekatan CTL sehingga penulis terbantu dalam menemukan pemikiran-pemikiran untuk direfleksikan. Penulis juga terbantu dalam memahami PAK SMA yang utuh yang dapat membantu siswa mengembangkan kecakapan emosinya.

Dari penelusuran studi pustaka, penulis menemukan pandangan pokok mengenai kecakapan emosional siswa dan pengembangannya, pembelajaran PAK SMA yang berorientasi pada pengembangan kompetensi siswa, dan pendekatan CTL. Sejalan dengan pemikiran Goleman bahwa siswa SMA yang memiliki kecakapan emosional dapat menerima dirinya, dapat berelasi dengan orang lain, dan bertanggung jawab dalam melaksanakan tugas. Pembelajaran PAK SMA dalam kurikulum sekarang yang berorientasi pada pengembangan kompetensi siswa dapat membantu siswa mengembangkan kecakapan emosinya. Melalui pendekatan *Contextual Teaching and Learning* (yaitu suatu pendekatan pembelajaran yang mengasyikkan, bermakna dan bersifat holistik) sangat relevan bila diterapkan dalam rangka mengembangkan kompetensi siswa (termasuk juga mengembangkan kecakapan emosi). Penerapan pendekatan CTL dalam rangka mengembangkan kecakapan emosional dapat dilakukan melalui Pembelajaran PAK SMA. Pendekatan CTL jika diterapkan menuntut kita untuk mempelajarinya, tidak cukup untuk dipahami saja tetapi juga benar-benar diterapkan. Oleh karena itu penerapan pendekatan CTL pada pembelajaran PAK SMA dalam rangka mengembangkan kecakapan emosional siswa secara lengkap dapat dilihat pada contoh pembelajaran yang dirumuskan oleh penulis.

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## ABSTRACT

The title of this thesis **RELEVANCE OF CONTEXTUAL TEACHING AND LEARNING APPROACH OF CATHOLIC RELIGION EDUCATION LEARNING IN SENIOR HIGH SCHOOL** towards the Development of Students' Emotional Competence was selected based on the author's comprehension that emotional competence in our life is very important. It is as important as to the students in Senior High School who are classified into adolescence age, emotional competence. The importance of emotional competence of the students in Senior High School is closely related to the self-acceptance, respecting other persons and responsibility in conducting any task. The emotional competence of students of Senior High School is very important in daily life and needs improving. The improving of emotional competence of the students can be strived either externally or internally. One of the external effort can be manifested through educational line in generall and Catholic Religion Education in particularly.

The main problem in this thesis was to find and explore the underlying reasons concerning why Catholic Religion Education Learning in Senior High School orients to the development of students' competence and how Contextual Teaching and Learning (CTL) approach can be implemented in order that it can be relevant to develop students' emotional competence. This main problem is analyzed by the author through the supporting literature sources, either concern to emotional competence of adolescence and its development, the learning of Catholic Religion Education Learning in Senior High School, or CTL approach. Thus the author feels helping in find out the considerations to reflect. The author is also helped in comprehending. Catholic Religion Education Learning in Senior High School thoroughly of which can help the students to develop their emotional competence.

By exploring relevant literatures, the author found the primary opinion concerning on emotional competence of students and its development, Catholic Religion Education Learning in Senior High School that orients to the development of students' competence development, and CTL approach. In line with the Goleman's opinion that students in Senior High School that have emotional competence in accepting themselves, can have relation with other persons, and are responsible for conducting their task. Catholic Religion Education Learning in Senior High School in the contemporary curriculum that orients to the development of students' competence can help the students to develop their emotional competence. Contextual Teaching and Learning approach (i.e. a learning approach that involves, meaningful and holistic) is very relevant to implement in order to develop the students' competence (includes to develop emotional competence). The implementation of CTL approach in to develop emotional competence can be conducted through Catholic Religion Education Learning in Senior High School. In the case CTL approach has been implemented, it requires us to learn. It is insufficiently merely to comprehend what has been actually implemented. Thus the implementation of CTL approach in Catholic Religion Education Learning in Senior High School to develop students' emotional competence in detail can be seen in the learning sample had been formulated by the author.