ABSTRAK

Valentina Ari Listiyani. 2007. Usaha untuk Mengimplementasi Kurikulum Berbasis Kompetensi pada Pokok Bahasan Trigonometri tentang Grafik dan Persamaan Trigonometri (Studi Kasus Guru di SMA Santa Maria 1 Cirebon tahun ajaran 2005-2006). Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini bertujuan untuk memperoleh gambaran mengenai pelaksanaan atau implementasi kurikulum berbasis kompetensi yang dilakukan guru pada pokok bahasan grafik trigonometri dan persamaan trigonometri tahun ajaran 2005-2006 di SMA Santa Maria 1 Cirebon.

Masalah penelitian adalah (1) Bagaimana usaha yang dilakukan guru dalam hal perencanaan pembelajaran berbasis kompetensi pada pokok bahasan *Trigonometri tentang Grafik dan Persamaaan Trigonometri* di SMA Santa Maria I Cirebon tahun ajaran 2005/2006? (2) Bagaimana usaha yang dilakukan guru dalam melaksanaan pembelajaran kurikulum berbasis kompetensi pada pokok bahasan *Trigonometri tentang Grafik dan Persamaaan Trigonometri* di SMA Santa Maria I Cirebon tahun ajaran 2005-2006? (3) Bagaimana hasil dari pelaksanaan KBK yang dilakukan guru dalam pada pokok bahasan *Trigonometri tentang Grafik dan Persamaaan Trigonometri* di SMA Santa Maria I Cirebon tahun ajaran 2005-2006?

Jenis penelitian ini adalah penelitian deskriptif, yang berbentuk studi kasus. Alat pengumpul data yang digunakan adalah kuesioner penilaian guru dari siswa, wawancara, dan lembar observasi pelaksanaan pembelajaran di dalam kelas dari guru. Kuesioner penilaian guru oleh siswa terdiri dari 32 item. Wawancara ada dua jenis yaitu (1) Wawancara untuk siswa yang berisi pengetahuan siswa mengenai KBK dan tanggapan mengenai pelaksanaan KBK di sekolah, (2) Wawancara guru meliputi (a) pengetahuan guru mengenai KBK, (b) Persiapan pembelajaran yang dilakukan guru dalam mengelola pembelajaran dengan KBK, (c) Pelaksanaan pembelajaran oleh guru dalam rangka pembelajaran berbasis kompetensi, (d) Evaluasi tahap penilaian yang dilakukan guru dalam pembelajaran berbasis kompetensi. Selain itu dilakukan observasi terhadap guru di dalam kelas dengan menggunakan lembar observasi pelaksanaan pembelajaran yang dilakukan guru di dalam kelas. Kuesioner diujicobakan kepada siswa SMA Santa Maria 1 Cirebon di kelas yang berbeda berjumlah 33 responden dengan hasil r_{tt} 0.845 status ANDAL. Wawancara diujicobakan ke beberapa siswa dan kepada seorang guru di SMA Santa Maria 1, guru lain pada sekolah yang sama digunakan untuk penelitian. Peneliti melakukan ujicoba lembar observasi pelaksanaan pembelajaran di dalam kelas. Cara yang digunakan peneliti dalam hal uji validitas menggunakan *profesional judgement.* Data yang terkumpul peneliti analisis dengan menggunakan persentase untuk menentukan tingkat keberhasilan guru dalam melaksanakan pembelajaran berbasisi kompetensi. Wawancara disajikan dengan apa adanya yang kemudian disesuaikan dengan ketentuan yang ada. Klasifikasi yang peneliti gunakan yaitu sangat baik, baik, cukup baik, kurang baik, dan tidak baik.

Penelitian dilakukan di SMA Santa Maria 1 Cirebon dengan responden kuesioner 35 siswa, 12 responden wawancara siswa, dan wawancara serta lembar observasi pembelajaran seorang guru matematika.

Hasil penelitian menunjukkan bahwa (1) Dalam usaha yang dilakukan guru dalam perencanaaan pembelajaran berbasis kompetensi pada pokok bahasan *Trigonometri tentang Grafik dan Persamaaan Trigonometri* di SMA Santa Maria I Cirebon tahun ajaran 2005-2006 adalah guru sudah berusaha membuat perencanaan pembelajaran berbasis kompetensi namun guru mengalami kesulitan sehingga perencanaan yang dibuat kurang memenuhi ketentuan yang ada, (2) Dalam usaha pelaksanaan pembelajaran di dalam kelas guru sudah berusaha menggunakan metode baru dalam pembelajaran berbasis kompetensi namun guru mengalami hambatan yang dikarenakan kurangnya fasilitas penunjang pembelajaran seperti memaksimalkan penggunaan multimedi dan penggunaan alat peraga. Selain itu dari pihak siswa yang kurang bisa memahami rumus trigonometri yang banyak, (3) Hasil dari pelaksanaan pembelajaran berbasis kompetensi kurang baik dikarenakan adanya hambatan dalam hal perencanaan dan pelaksanaan, amun dalam pembuatan alat evaluasi secara tertulis guru sudah baik karena soal yang dibuat dapat memenuhi indikator pada pokok bahasan *Trigonometri tentang Grafik dan Persamaaan Trigonometri* di SMA Santa Maria I Cirebon tahun ajaran 2005-2006 dan guru dalam memberikan penilaian memperhatikan proses belajar siswa yang berkesinambungan, serta keaktifan siswa di dalam kelas diperhatikan.

ABSTRACT

Valentina Ari Listiyani, 2007. The Efforts for Implementing Competency-Based Curriculum on the Topic of Trigonometric Function Graphs and Trigonometric Equations (The case study a teacher in Saint Mary 1 Senior High School, Cirebon , in the Academic year 2005-2006). S1 Thesis. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

The research is aimed to get a description of the implementation of competency-based curriculum which is conducted by a teacher on the topic of trigonometric function graphs and trigonometric equation in Saint Mary 1 Senior High School, Cirebon, in the Academic year 2005-2006.

The research questions' of the research are (1) How is the effort done by the teacher in the planning of lesson in the competency-based curriculum on the topic of trigonometric function graphs and trigonometric equations in Saint Mary 1 Senior High School, Cirebon, in the academic year 2005-2006? (2) How is the effort done by the teacher in implementing competency-based curriculum on the topic of trigonometric function graphs and trigonometric equations in Saint Mary 1 Senior High School, Cirebon, in the academic year 2005-2006? (3) how is the result of the implementation of competency-based curriculum on the topic of trigonometric function graphs and trigonometric equations in Saint Mary 1 Senior High School, Cirebon, in the Academic year 2005-2006?

The type of this research is a descriptive research, which has a case study form. The instrument to collect the data which is used is an evaluation questionnaire for teachers filled out by students, interviews, and the observation sheet in the class for observing activities in the classroom . This questionnaire consists of 32 items. The interview has 2 kinds, they are (1) the interview for students which consists of students knowledge about its implementation at school, (2) the interview for student the teacher that consists of : (a) the knowledge of the teacher about the competency-based curriculum, (b) the preparation for the teaching and learning activities which is done by teacher in managing the teaching learning process based on the competency-based curriculum, (c) the implementation of the teaching learning process by the teacher in teaching based on the competency-based curriculum, (d) evaluation done by the teacher in the teaching learning process based on competency-based curriculum.

Apart from that, an observation sheet for observing teacher's activities inside the class. The questionnaire had been tried out to some Saint Mary 1 High School students in a different classroom to observe the real condition with 33 students with the result of r_{tt} being equal to 0.845, which   means that it is reliable. The interview was tried out to some students and another teacher in Saint Mary 1 High School, Cirebon. The observer conducted a tryout for the observation sheet inside the class. The method used by the observer in this validity test was professional judgment, the available data were analyzed by the observer by using percentage to decide the teachers success rate in implementing the competency-based curriculum. The interview was given in the natural way which was soon adjusted with the existing

rules. The classification which was used by the observer was very good, good, good enough, less than good and not good.

The research was conducted in Saint Mary 1 High School Cirebon with a total number 35 students as questionnaire respondents, 12 students as interviewed respondents and a teacher, who was interviewed and observed while he was teaching.

The results of this research are as follows : (1) Based on the efforts done by the teacher in planning of the lesson using competency-based curriculum on the topic of trigonometric function graphs and trigonometric equations in Saint Mary 1 Senior High School, Cirebon, in the Academic year 2005-2006, the teacher has already made the planning for the lessons according to the criteria of the competency-based curriculum, but the teacher has difficulties so that the plans made sometimes don't sufficiently achieve the requirements that should be accomplished, (2) based on the teacher's efforts of implementing lessons in the class, the teacher has already tried new methods in the teaching and process, but the teacher faces difficulties and barriers because of the lack of supporting facilities in learning and teaching, such as: multimedia and exploratory material. Besides, from the students' side, the students don't understand many formulas in trigonometry; (3) The result of the implementation the learning and teaching process based on competency-based curriculum was not very satisfactory because of the barriers in the planning and implementation. However, in evaluating the students, the teacher has been able to construct an evaluation test that fulfilled the indicators in the subject of trigonometry, and the teacher in making the evaluation has paid enough attention to students' activities in a continuous way.