

ABSTRAK

Kristiana, Dwi. (2012). *Model Pengembangan Perangkat Pembelajaran PKn Terintegrasi dengan Ragam Bimbingan Pribadi dan Belajar untuk Peserta Didik Kelas V B SDN Tegalrejo II Yogyakarta*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini merupakan penelitian kolaboratif yang berawal dari keprihatinan dosen peneliti akan kebutuhan guru terhadap model perangkat pembelajaran PKn yang terintegrasi ragam bimbingan pribadi dan belajar. Berdasarkan kebutuhan tersebut maka peneliti tertarik untuk membuat model perangkat pembelajaran PKn yang terintegrasi dengan ragam bimbingan pribadi dan belajar. Metode yang digunakan adalah penelitian dan pengembangan yang mengadaptasi model Dick and Carey dengan modifikasi.

Tujuan penelitian ini adalah untuk mengetahui kelayakan model perangkat pembelajaran Pendidikan Kewarganegaraan (PKn) terintegrasi dengan ragam bimbingan pribadi dan belajar. Subyek penelitian ini adalah satu guru wali kelas dan 31 peserta didik kelas V B SDN Tegalrejo II Yogyakarta. Kelayakan model ini dapat diketahui dengan melakukan uji penilaian dari ahli bidang studi PKn, ahli Bimbingan Konseling, dan ahli pengembangan perangkat pembelajaran. Hasil penilaian yang dilakukan oleh ketiga ahli terhadap model perangkat pembelajaran PKn terintegrasi ragam bimbingan pribadi dan belajar mengacu pada kriteria Patokan Acuan Penilaian I (PAP I).

Hasil akumulasi penilaian kedua dari ahli bidang studi, ahli BK, dan ahli pengembangan terhadap model perangkat pembelajaran PKn terintegrasi dengan ragam bimbingan pribadi memperoleh prosentase 85,7% dengan kategori layak. Hasil akumulasi penilaian kedua dari ahli bidang studi dan ahli BK terhadap model perangkat pembelajaran PKn terintegrasi dengan ragam bimbingan belajar memperoleh prosentase 86,9% dengan kategori layak. Jadi, berdasarkan hasil penilaian tersebut, model perangkat pembelajaran PKn terintegrasi dengan ragam bimbingan pribadi dan belajar layak digunakan guru kelas V B SDN Tegalarejo II untuk melaksanakan tugasnya sebagai seorang pengajar dan pembimbing. Model perangkat pembelajaran yang peneliti kembangkan juga diharapkan dapat membantu peserta didik teliti dan tepat waktu dalam mengerjakan tugas.

Kata kunci: Pengembangan, perangkat pembelajaran, bimbingan pribadi, bimbingan belajar.

ABSTRACT

Kristiana, Dwi. (2012). *Model of “PKn” Learning Device Development Integrated with Variety of Learning and Personal Guidance for the student of VB Class , SDN Tegalrejo II, Yogyakarta*. Study Program of Elementary School Teacher Education, Faculty of Teacher and Science of Education, Sanata Dharma, Yogyakarta.

This is a collaborative research originating from the concern of lecturer researcher to the needs of teacher on Model of “PKn” Learning Device Development Integrated with Variety of Learning and Personal Guidance. Based on those needs, researcher was interested in making the model of PKn learning device integrated with the variety of Learning and Personal Guidance. The method used in this research was research and development adapting the model which was created by Dick and Carey and was added with some modifications.

The purpose of this research is to identify the feasibility of Model of “PKn” Learning Device Development Integrated with Variety of Learning and Personal Guidance. The subjects of research were one class representative teacher and 31 students in the class of VB, SDN (State Elementary School) Tegalrejo II, Yogyakarta. The feasibility of this model could be found through the assessment of the experts majoring in the field of PKn, Counselling and Guidance, and learning device development. The results of assessment performed by those three experts to the Model of PKn Learning Device Development Integrated with Variety of Learning and Personal Guidance referring to the standard criterion of Assessment Reference (PAP I).

The second accumulated results from the experts of study field, and that of Counseling and Guidance to the Model of “PKn” Learning Device Development Integrated with Variety of Learning and Personal Guidance obtained the percentage amounting to 85,7% by the category of feasible. The results of second accumulation from the expert of study field and that of Counseling and Guidance to the PKn Learning Device Development Integrated with Variety of Learning got the percentage of 86,9% included in the category of feasible. So, based on those assessment results, the Model of PKn Learning Device Development Integrated with Variety of Learning and Personal Guidance was feasible to be applied by the teacher in VB Class, SDN Tegalrejo II in fulfilling his duties as a educator and guidance. The model of learning device developed by the researcher was also expected could help in making students careful and timely in doing their tasks.

Key words: Development, learning device, personal guidance, learning guidance