

ABSTRACT

Suminto, Elisabeth A. (2015). *Students' Perceptions on the Implementation of Jesuit Values in Critical Reading and Writing II Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Education is an inseparable part of human life. According to Driyarkara (1980), when there is human life, education must be there as well (p. 32). As a matter of fact, education may have three domains of learning, which are cognitive, psychomotor, and affective (Wilson, 2015). Students are required to make those three domains of learning balance. In fact, nowadays, people in general tend to focus on academic aspects only rather than on value education (Sarkim in Rulam, 2013). In other words, people give more emphasis to cognitive aspect than other aspects of learning. Critical Reading and Writing II course of the English Language Education Study Program of Sanata Dharma University implements value education in the teaching-learning process. In general, the lecturers implement Ignatian pedagogy to help the students to grow as fully human persons, who own competence, compassion, and conscience.

Departing from those pieces of information, this study aims to answer two major problems. They are 1) What are the students' perceptions on the implementation of Jesuit values in Critical Reading and Writing II course? and 2) What are the students' suggestions on the implementation of Jesuit values in Critical Reading and Writing II course?

This study belonged to survey research. The population of this study was the students who were taking Critical Reading and Writing II course in the academic year of 2014/2015 in the English Language Education Study Program of Sanata Dharma University. In this study, the researcher employed two research instruments. They were questionnaire and interview. In particular, the researcher distributed the questionnaire to the students of classes A and B. In addition, the researcher conducted interview with seven students.

The findings of this study showed that the students in general had positive perceptions on the implementation of Jesuit values in Critical Reading and Writing II course. In fact, most of the students chose to agree or strongly agree with most statements of the closed-ended questionnaire. However, the results of the interview showed that the implementation of Ignatian pedagogy helped the students to develop their consciences to a limited extent. In addition, the researcher also acquired some suggestions from the students to improve the implementation of Jesuit values in Critical Reading and Writing II course. They are: the suggestions on the teaching-learning activities, the teacher-learner relationship, and suggestions on keeping up the good work.

Keywords: students' perceptions, Ignatian pedagogy, Jesuit values, Critical Reading and Writing II course

ABSTRAK

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Pendidikan merupakan suatu hal yang tidak dapat dipisahkan dari kehidupan manusia. Driyarkara (1980) mengatakan bahwa di mana ada kehidupan, di situ pasti ada pendidikan (hal. 32). Secara umum, pendidikan memiliki tiga aspek tujuan belajar, yaitu mengembangkan kognitif, psikomotorik, dan afektif (Wilson, 2015). Siswa diharapkan mampu menyeimbangkan ketiga aspek belajar tersebut. Namun demikian, kebanyakan orang lebih berfokus pada sisi akademis daripada pendidikan karakter (Sarkim dalam Rulam, 2013). Dengan kata lain, orang lebih mementingkan aspek kognitif daripada kedua aspek belajar yang lain. Para dosen di kelas *Critical Reading and Writing II* di Pendidikan Bahasa Inggris di Universitas Sanata Dharma mengimplementasikan pedagogi Ignasian untuk membantu siswa berkembang sebagai manusia yang utuh, yang cerdas secara intelektual, berbela rasa, dan berhati nurani.

Dari fakta tersebut, penelitian ini bertujuan untuk menjawab dua rumusan masalah, yaitu 1) Apa persepsi siswa terhadap implementasi nilai-nilai Jesuit di kelas *Critical Reading and Writing II*? dan 2) Apa saran siswa terhadap implementasi nilai-nilai Jesuit di kelas *Critical Reading and Writing II*?

Penelitian ini merupakan survei. Populasi dari penelitian ini adalah para siswa yang mengambil mata kuliah *Critical Reading and Writing II* di Pendidikan Bahasa Inggris, Universitas Sanata Dharma pada tahun ajaran 2014/2015. Peneliti menggunakan dua macam instrument penelitian, yaitu kuisioner dan wawancara. Peneliti menyebarkan kuisioner kepada siswa kelas A dan B. Di samping itu, peneliti mengadakan wawancara dengan tujuh orang siswa.

Hasil penelitian menunjukkan bahwa secara umum, siswa memiliki persepsi positif terhadap implementasi nilai-nilai Jesuit di kelas *Critical Reading and Writing II*. Hal ini dibuktikan dengan banyak siswa memilih untuk setuju atau sangat setuju terhadap pernyataan-pernyataan dalam kuisioner. Namun, hasil wawancara menunjukkan bahwa implementasi pedagogi Ignasian hanya dapat membantu siswa mengembangkan hati nurani mereka dalam lingkup yang sempit. Di samping itu, untuk meningkatkan implementasi nilai-nilai Jesuit di *Critical Reading and Writing II*, siswa memberikan saran dalam hal proses pembelajaran, hubungan antara siswa dan guru, dan saran untuk mempertahankan kinerja yang baik.

Kata Kunci: persepsi mahasiswa, pedagogi Ignasian, nilai-nilai Jesuit, *Critical Reading and Writing II course*