

ABSTRAK

HUBUNGAN PERSEPSI KONSEP DAN PERSEPSI KREATIVITAS GURU TERHADAP PERSEPSI PENERAPAN PEMBELAJARAN MENDALAM PADA BIOLOGI SMA DI KOTA YOGYAKARTA

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Pembelajaran Biologi di SMA masih berorientasi pada penyampaian materi dan belum sepenuhnya mendorong pemahaman konseptual yang mendalam, reflektif, dan kontekstual. Hal ini tercermin dari hasil PISA 2022 yang menunjukkan bahwa kemampuan sains siswa Indonesia masih berada pada level dasar, sehingga penerapan Pembelajaran Mendalam yang bermakna, berkesadaran, dan menggembirakan menjadi hal yang perlu diperhatikan dalam praktik pembelajaran. Persepsi guru terhadap konsep Pembelajaran Mendalam dan persepsi kreativitas diri guru menjadi faktor yang diduga mempengaruhi kualitas penerapannya di kelas. Oleh karena itu, penelitian bertujuan untuk mendeskripsikan persepsi guru Biologi SMA terhadap konsep Pembelajaran Mendalam, persepsi kreativitas dirinya, dan persepsi penerapan Pembelajaran Mendalam, serta menganalisis hubungan persepsi konsep guru dan persepsi kreativitas guru dengan persepsi penerapan Pembelajaran Mendalam.

Penelitian ini merupakan penelitian kuantitatif non-eksperimen dengan desain deskriptif korelasional menggunakan metode survei terhadap 32 guru dari 18 sekolah negeri dan swasta menggunakan kuesioner skala Likert. Hasil penelitian menunjukkan persepsi guru terhadap konsep Pembelajaran Mendalam termasuk kategori tinggi (mean = 4,24), persepsi kreativitas diri guru dalam tindakan termasuk kategori tinggi (mean = 3,75), dan penerapan Pembelajaran Mendalam termasuk kategori sedang (mean = 3,64). Hasil uji korelasi menunjukkan tidak terdapat hubungan yang signifikan antara persepsi guru terhadap konsep Pembelajaran Mendalam dengan persepsi penerapan Pembelajaran Mendalam maupun persepsi kreativitas diri guru dengan persepsi penerapan Pembelajaran Mendalam, sehingga keduanya H_0 diterima.

Kata kunci: persepsi guru, kreativitas guru, pembelajaran mendalam, biologi SMA

ABSTRACT

**“THE RELATIONSHIP BETWEEN TEACHER’S CONCEPT PERCEPTION
AND CREATIVITY PERCEPTION TOWARD THE PERCEPTION OF THE
IMPLEMENTATION OF DEEP LEARNING IN HIGH SCHOOL BIOLOGY
IN YOGYAKARTA CITY”**

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Biology learning in senior high school is still oriented toward content delivery and has not fully encouraged deep, reflective, and contextual conceptual understanding. This is reflected in the 2022 PISA results, which showed that Indonesian students' science abilities remained at a basic level, making the implementation of meaningful, mindful, and joyful Deep Learning an important concern in learning practice. Teachers' perceptions of the Deep Learning concept and teachers' creativity perception of themselves are factors assumed to influence the quality of its implementation in the classroom. Therefore, this study aimed to describe Biology teachers' perception of the Deep Learning concept, their creativity perception, and their perception of Deep Learning implementation, as well as to analyze the relationship between teachers' concept perception and creativity perception with their perception of Deep Learning implementation.

This study was a non-experimental quantitative research with a descriptive correlational design conducted through a survey method involving 32 teachers from 18 public and private schools, using a Likert scale questionnaire. The results showed that teachers' perception of the Deep Learning concept was categorized as high (mean = 4.24), teachers' creativity perception was categorized as high (mean = 3.75), and the perception of Deep Learning implementation was categorized as moderate (mean = 3.64). The correlation test results showed no significant relationship between teachers' perception of the Deep Learning concept and their perception of Deep Learning implementation, nor between teachers' creativity perception and their perception of Deep Learning implementation, so both H0 were accepted.

Keywords: teacher perception, teacher creativity, deep learning, senior high school biology