

HUBUNGAN SELF-EFFICACY GURU SMA BANDUNG DENGAN IMPLEMENTASI PEMBELAJARAN BIOLOGI BERDASARKAN KURIKULUM 2013 DAN SELF-EFFICACY SISWA

ABSTRAK

Tingkat *self-efficacy* merupakan salah satu hal yang patut dipertimbangkan dalam proses pembelajaran biologi, khususnya dengan adanya perubahan kurikulum. Tujuan penelitian ini untuk mengungkap hubungan *self-efficacy* guru biologi terhadap implementasi kurikulum 2013, hubungan *self-efficacy* guru biologi terhadap *self-efficacy* siswa dan untuk mendapatkan informasi mengenai kesiapan guru biologi dalam mengimplementasikan kurikulum 2013. Metode penelitian ini adalah metode korelasional. Subjek pada penelitian ini adalah 14 orang guru biologi X MIA SMA Negeri Bandung yang mengajar pada semester genap tahun ajaran 2013/2014 yang dipilih secara random. Total siswa dari seluruh guru adalah 423 siswa. Data diperoleh melalui skala diferensiasi semantik *self-efficacy* guru, skala diferensiasi semantik *self-efficacy* siswa, lembar kesesuaian skala diferensiasi semantik guru dengan skala diferensiasi semantik siswa mengenai guru, rubrik RPP, observasi kegiatan pembelajaran, wawancara dan tes penguasaan konsep siswa. Sebelum kegiatan pembelajaran berlangsung, guru dan siswa diberikan skala diferensiasi semantik *self-efficacy* guru, skala diferensiasi semantik *self-efficacy* siswa dan skala diferensiasi semantik siswa mengenai guru. Berdasarkan hasil skor kesesuaian skala diferensiasi semantik guru dengan siswa, maka guru dipilih secara *purposive* untuk diobservasi selama kegiatan pembelajaran biologi. Kegiatan pembelajaran direkam dalam lembar observasi. Setelah kegiatan pembelajaran, siswa diberikan seperangkat soal pilihan ganda dan dilakukan wawancara terhadap guru maupun siswa. Hasil penelitian menunjukkan bahwa: (1) tingkat *self-efficacy* guru SMA Bandung tergolong dalam kategori sedang, (2) tingkat *self-efficacy* siswa tergolong dalam kategori tinggi, (3) *self-efficacy* guru tidak mempengaruhi kualitas perencanaan kegiatan pembelajaran, (4) *self-efficacy* guru memiliki hubungan yang sedang terhadap pelaksanaan pembelajaran melalui pendekatan *scientific* ($r = 0,417$, $\alpha = 0,05$), (5) *self-efficacy* guru memiliki hubungan yang lemah terhadap pelaksanaan penilaian autentik ($r = 0,063$, $\alpha = 0,05$), (6) *self-efficacy* guru berkontribusi terhadap pembentukan *self-efficacy* siswa, (7) *self-efficacy* guru berkontribusi terhadap capaian hasil belajar siswa, (8) terdapatnya hubungan positif dan signifikan antara *self-efficacy* siswa dan capaian hasil belajar siswa ($r = 0,193$, $p < 0,05$).

Kata-kata kunci : *self-efficacy*, kurikulum 2013, pembelajaran biologi

Yantri Sianipar, 2014

Hubungan self-efficacy guru SMA Bandung dengan implementasi pembelajaran biologi berdasarkan kurikulum 2013 dan self-efficacy siswa

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

THE RELATIONSHIP BETWEEN SENIOR HIGH SCHOOL TEACHER'S SELF-EFFICACY WITH THE IMPLEMENTATION OF STUDYING BIOLOGY BASED ON CURRICULUM 2013 AND STUDENT'S SELF-EFFICACY

ABSTRACT

Level of self-efficacy is one thing that should be considered in the process of learning biology, especially with the change in the curriculum. The purpose of this study to reveal the relationship between teacher's self-efficacy with implementation of studying biology based on curriculum 2013, the relationship between teacher's self-efficacy with student's self-efficacy and to obtain information about the readiness of the biology teacher's in implementing the curriculum 2013. This research method is the correlation method. Subjects in this study were 14 high school biology teachers at X MIA Bandung who taught in the second semester of the academic year 2013/2014 were selected at random. Total students of all teachers are 423 students. Data obtained through semantic differentiation scale self-efficacy of teachers, semantic differentiation scale student self-efficacy, suitability sheet semantic differentiation scale teacher's with semantic differentiation scale students about their teachers, rubric lesson plans, learning activities observation, interview and test students' mastery of concepts. Before learning activities going on, teachers and students are given a semantic differentiation scale self-efficacy of teachers, semantic differentiation scale self-efficacy of student and semantic differentiation scale self-efficacy students about their teachers. Based on the results of semantic differentiation scale suitability scores of teachers and students, the teacher selected purposively to be observed during the learning activities biology. Learning activities recorded in the observation sheet. After learning activities, students are given a set of multiple choice questions and conducted interviews with teachers and students. The results showed that: (1) the level of senior high school teacher's self-efficacy belong to the medium category, (2) the level of student's self-efficacy classified in the high category, (3) self-efficacy of teachers does not affect the quality of planning learning activities, (4) teacher's self-efficacy have relationships that are medium level with implementation of learning through scientific approach ($r = 0.417$, $\alpha = 0.05$), (5) self-efficacy of teachers have a weak connection with implementation of authentic assessment ($r = 0.063$, $\alpha = 0.05$), (6) self-efficacy of teachers contribute to the formation of student's self-efficacy, (7) teacher's self-efficacy contribute to the achievement of student learning outcomes, (8) the presence of a positive and significant relationship between student's self-efficacy and student's achievement in studying biology ($r = 0.193$, $p < 0.05$).

Key words: self-efficacy, curriculum 2013, studying biology