

ABSTRAK

Toni Kurniawan. 1308085. Pengaruh Lingkungan Keluarga dan Lingkungan Sekolah Terhadap Keterampilan Berpikir Tingkat Tinggi Peserta Didik dalam Pembelajaran IPS (Penelitian Survei di SMP Se-Kabupaten Kuningan).

Penelitian ini dilatarbelakangi oleh kompetisi di era globalisasi dan abad ke-21 yang semakin ketat sehingga peserta didik harus menguasai keterampilan berpikir tingkat tinggi (*higher order thinking skills*). Hal ini sesuai dengan tujuan IPS, yaitu mengembangkan aspek pengetahuan, aspek sikap dan nilai, serta keterampilan pada diri peserta didik. Diperlukan kondisi belajar baik kondisi internal maupun kondisi eksternal untuk terjadinya proses belajar pada diri peserta didik. Kondisi eksternal tersebut antara lain lingkungan keluarga dan lingkungan sekolah. Tujuan penelitian ini untuk mendapatkan gambaran bagaimana pengaruh lingkungan keluarga dan lingkungan sekolah terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Lokasi penelitian dilaksanakan di sembilan SMP di Kab. Kuningan, meliputi enam sekolah negeri dan tiga sekolah swasta. Sampel penelitian diambil sebanyak 311 orang siswa kelas IX secara acak setelah melalui proses stratifikasi populasi sekolah berdasarkan nilai rata-rata Ujian Nasional murni tahun pelajaran 2013/2014. Teknik pengumpulan data dilakukan melalui penyebaran angket kepada peserta didik untuk mengukur aspek lingkungan keluarga dan lingkungan sekolah, pemberian tes uraian untuk mengukur keterampilan berpikir tingkat tinggi peserta didik, serta studi literatur. Tahapan analisis data meliputi: (1) analisis deskriptif variabel, (2) uji asumsi (normalitas, multikolinieritas, dan heteroskedastisitas), serta (3) uji hipotesis (analisis regresi linier berganda, uji koefisien determinasi, uji F, uji t, dan Uji One Way Anova). Berdasarkan uji hipotesis didapatkan hasil sebagai berikut, (1) lingkungan keluarga dan lingkungan sekolah berpengaruh terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS, (2) lingkungan keluarga berpengaruh positif terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS, (3) lingkungan sekolah berpengaruh positif terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS, dan (4) terdapat perbedaan yang signifikan antara lingkungan keluarga, lingkungan sekolah, dan keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS dilihat berdasarkan kategori sekolah. Hasil penelitian menunjukkan bahwa pendidikan orangtua, keadaan sosial ekonomi orangtua, pendidikan dalam keluarga, keterlibatan anak, kebebasan anak, kepercayaan diri anak, ketekunan, dan suasana kreatif sangat berpengaruh terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS. Selain itu, proses pembelajaran, motivasi dari guru, apresiasi pembelajaran, dan program pelatihan bagi guru sangat berpengaruh terhadap keterampilan berpikir tingkat tinggi peserta didik dalam pembelajaran IPS.

Kata Kunci : lingkungan keluarga, lingkungan sekolah, keterampilan berpikir tingkat tinggi

ABSTRACT

Toni Kurniawan. 1308085. The Influence of Family Environment and School Environment towards Higher-Order Thinking Skills Against Students in Social Studies Learning (Survey Research in Secondary School at Kuningan Regency).

This research is based by competition in the era of globalization and the 21st century increasingly tight so that learners must master a higher order thinking skills. It is appropriate with the goal of social studies, which is developing the knowledge aspects, aspects of attitudes and values, and skills in self-learners. Necessary conditions of learning, namely the internal conditions and external conditions for the learning process in self-learners. The external conditions, among others the family and school environment. The purpose of this study to get an overview of how the influence of family environment and school environment towards higher order thinking skills of learners in social studies learning. This study uses a quantitative approach with survey method. Location of the study carried in nine secondary schools at Kuningan regency, covers six public schools and three private schools. Samples were taken as many as 311 students in grade 9 at random after school population stratification process based on the average value of pure National Examination in the school year 2013/2014. Data was collected through a questionnaire to students to measure the family and school environment, giving descriptions tests to measure higher-order thinking skills of students, as well as the study of literature. Stages of data analysis covers: (1) descriptive analysis of the variables, (2) test the assumptions (normality, multicollinearity, and heteroscedasticity), and (3) test the hypothesis (multiple linear regression analysis, coefficient determination test, F test, t test, and test the one way anova). Based on the hypothesis test is obtained as follows, (1) the family and school environments influence on higher order thinking skills of learners in social studies learning, (2) the family environment has positive influence on higher order thinking skills of learners in social studies learning, (3) school environment has positive influence on higher order thinking skills of learners in social studies learning, and (4) there are significant differences between family environment, school environment, and higher order thinking skills of learners in social studies learning by category of school. The results showed that the educational of parents, socio-economic situation of parents, education in the family, the involvement of children, freedom of children, children's confidence, perseverance, and creative atmosphere are very influential on higher order thinking skills of learners in social studies learning. In addition, learning process, motivation of teachers, appreciation of learning, and a training program for teachers are very influential on higher order thinking skills of learners in social studies learning.

Keywords : family environment, school environment, higher order thinking skills