

ABSTRAK

KECENDERUNGAN SIKAP PESERTA DIDIK TERHADAP PEMBELAJARAN GEOGRAFI DI SMA KABUPATEN GARUT

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Penelitian ini dilatarbelakangi oleh sikap dan persepsi peserta didik yang kurang baik terhadap pembelajaran geografi di SMA Kabupaten Garut. Tujuan penelitian mendeskripsikan pelaksanaan pembelajaran geografi dan mengidentifikasi sikap peserta didik terhadap peranan guru dalam proses pembelajaran geografi serta mengidentifikasi sikap peserta didik terhadap materi geografi melalui indikator yaitu kognitif, afektif dan konatif. Metode yang digunakan dalam penelitian ini adalah deskriptif. Pengambilan sampel dilakukan secara *stratified random sampling* dengan jumlah 341 peserta didik dan 12 guru geografi di setiap sampel sekolah yang telah ditentukan. Teknik pengumpulan data menggunakan observasi lapangan, penyebaran angket dan studi dokumentasi. Analisis data menggunakan persentase untuk pengukuran pelaksanaan pembelajaran geografi, Skala Likert untuk pengukuran sikap peserta didik terhadap peranan guru dalam proses pembelajaran dan sikap peserta didik terhadap materi geografi. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran geografi dilaksanakan dengan positif. Guru mengikuti langkah-langkah pembelajaran, seperti prapembelajaran, inti pembelajaran dan kegiatan menutup pembelajaran. Sikap peserta didik terhadap peranan guru dalam proses pembelajaran geografi berkategori positif. Guru geografi mampu mengelola pengajaran dengan baik, sehingga persepsi peserta didik dalam proses belajar geografi menyenangkan. Sikap peserta didik terhadap materi geografi berkategori positif. Persepsi, kepercayaan pada kemampuan diri sendiri, perasaan intelektual serta kegiatan-kegiatan visual, lisan dan emosional peserta didik menunjukkan bahwa materi geografi lebih menarik dibandingkan dengan materi lainnya.

Kata Kunci : Sikap, Peserta Didik, Pembelajaran Geografi

ABSTRACT

This research is based on students' detached attitude and perception from Geography learning process in Kabupaten Garut. The aims of this research are to describe the process of studying Geography, to identify the attitude of the students toward the teachers' role in class and to identify the students attitude towards Geography learning materials through cognitive, affective and conative attitude indicators. This research uses descriptive as the method. The sample is taken by using stratified random sampling with 341 students and 12 Geography teachers from schools that are chosen to be the sample. The data is collected by undergoing field study, using questionnaire, and going through the documentation study. The data is analyzed by using percentage to measure the process of Geography learning in class, Likert Scale to measure the students attitude toward the role of teachers and the Geography learning materials. The results of this research show that the process of Geography learning occurs well during class. The teachers follow the curriculum, such as pre-learning process, the main process, and the closure before the class is finished. The students' attitude toward the teachers' role during the Geography class is categorized as positive and the teachers are able to manage the learning process well, so that the students find the class pleasant. That way, the students' attitude toward the class is also categorized positive. Students perception, trust in their self-capability, intellectual experiences and visual, verbal, and emotional activities show that Geography learning materials are more interesting than other study materials.

Keywords : Attitude, Students, Geography Learning