ABSTRAK

GAYA MENGAJAR DAN POLA REPRESENTASI MENTAL GURU PADA PEMBELAJARAN BIOLOGI DENGAN MEDIA VISUAL

Memori kerja seorang guru dalam merepresentasikan sebuah gambar sangat penting dalam dalam proses pembelajaran. Telah dilakukan penelitian yang bertujuan untuk mengungkapkan kecenderungan representasi mental guru, gaya mengajar guru, serta ketersampaian materi untuk siswa pada pembelajaran biologi dengan media visual. Penelitian deskriptif ini dilaksanakan dengan melibatkan 4 guru biologi SMA kelas XI dari empat sekolah di Kabupaten Lebak. Guru biologi ditentukan berdasarkan teknik *convinience sampling*. Gaya mengajar guru diukur dengan kuisioner dan rubrik yang diadaptasi dari Grasha (2002), representasi mental guru diukur menggunakan *worksheet* dan rubrik yang dikembangkan berdasarkan pada CNET Protocol dan ketersampaian materi pada siswa diukur dengan test. Data yang diperoleh kemudian dianalisis secara kualitatif. Hasil penelitian menunjukkan terdapat dua gaya mengajar guru yang dominan yaitu, *expert style* dan *facilitator style*. Representasi mental guru ketika membaca gambar konvensi berada pada berada pada kategori baik (2 orang), cukup (1 orang) dan kurang (1 orang). Pada kategori baik, guru mampu memilih, mengurutkan, memberi dasar dan menghubungkan elemen informasi. Pada kategori cukup, guru mampu memilih, mengurutkan, memberi dasar namun belum mampu menghubungkan elemen informasi. Pada kategori kurang, guru belum mampu memilih, mengurutkan, memberi dasar dan menghubungkan elemen informasi. Gaya mengajar expert memiliki kecenderungan representasi mental yang baik di bandingkan gaya mengajar fasilitator. Namun, gaya mengejar dan representasi mental guru yang baik tidak menjamin akan menunjukkan skor penguasaan konsep siswa yang baik.

Kata kunci: gaya mengajar, representasi mental, gambar konvensi dan *working memory*

ABSTRACT

TEACHING STYLE AND TEACHER'S MENTAL REPRESENTATION IN BIOLOGY LEARNING WITH VISUAL MEDIA

Activities of teacher's working memory in representing a picture are important in the teaching and learning process. This study aimed to reveal the tendency of teacher's mental representation, teacher's teaching styles and student learning outcomes in biology class using visual media. This research used descriptive method. The research was conducted by involving four high school biology volunteer teachers of grade XI from four schools in Lebak, Banten, Indonesia. Biology teachers are determined by convenience sampling technique. Teacher's teaching styles were measured by questionnaires and rubrics adapted from Grasha (2002), teacher's mental representations were measured using worksheets and rubrics developed based on the Causal Network Elicitation Technique (CNET) model, and student learning outcomes measure by test. The data obtained were analyzed qualitatively. The results showed two dominant teacher teaching styles; there were expert style and facilitator style. The mental representation of teachers when reading convention picture was in the category of good (2 teachers), adequate (1 teacher) and inadequate (1 teacher). In good category, teachers were able to select, sort, give basis and connect the elements of information. In adequate category, teachers were able to choose, sort, give basic but not yet able to connect the elements of information. In inadequate category, teachers have not been able to select, sort, give basis and connect the elements of information. A teacher with expert teaching style tends to have a good mental representation compared to a teacher with facilitator teaching style. However, teaching style and a good teacher's mental representation do not indicate any association with student's learning outcomes.

Keyword: teaching style, mental representation, convention picture and working memory