

ABSTRAK

Mustika, Ika. 2012. Penerapan Strategi Metakognitif Berorientasi Karakter (SMBK) melalui Setting Kooperatif Tipe Student Team Achievement Division (STAD) bagi Peningkatan Kemampuan Mengapresiasi Cerita Pendek.

Kegiatan mengapresiasi sastra sebagai sebuah proses pemaknaan karya sastra erat kaitannya dengan kemampuan berpikir karena pada dasarnya saat mengapresiasi sedang terjadi proses berpikir (bernalar) sehingga diperlukan kesadaran dan pengendalian terhadap proses pemahaman ini. Melatih kemampuan berpikir dalam mengapresiasi sastra dapat dilakukan melalui kegiatan memberdayakan kemampuan metakognitif. Pemberdayaan kemampuan metakognitif dapat dilakukan dengan mengajarkan mahasiswa untuk menggunakan strategi metakognitif.

Penjelasan di atas melatarbelakangi penelitian ini, selanjutnya secara garis besar disusun rumusan masalah penelitian meliputi: (a) keefektifan penerapan strategi metakognitif berorientasi karakter (SMBK) melalui *setting kooperatif tipe student team achievement division (STAD)*, dan (b) kualitas pembelajaran apresiasi cerita pendek dengan menerapkan strategi metakognitif berorientasi karakter (SMBK) melalui *setting kooperatif tipe student team achievement division (STAD)*. Adapun tujuan penelitian ini pada intinya memberlakukan penerapan SMBK melalui *Setting Kooperatif Tipe STAD* terhadap peningkatan kemampuan mengapresiasi cerita pendek mahasiswa.

Metode yang digunakan untuk memecahkan masalah penelitian tersebut yaitu metode eksperimen murni. Perlakuan SMBK melalui *Setting Koperatif Tipe STAD* dilaksanakan di kelas eksperimen, sedangkan di kelas kontrol digunakan Strategi Pembelajaran Langsung (SPL). Untuk mengukur keefektifan penerapan SMBK melalui *Setting Kooperatif Tipe STAD* digunakan teknik tes. Untuk mengukur kualitas pembelajaran SMBK melalui *Setting Kooperatif Tipe STAD* digunakan teknik observasi dan angket. Penelitian ini dilaksanakan di STKIP Siliwangi dengan melibatkan 70 orang mahasiswa program studi pendidikan Bahasa dan Sastra Indonesia semester IV tahun akademik 2010/2011.

Berdasarkan data hasil penelitian, diketahui bahwa SMBK melalui *Setting Kooperatif Tipe STAD* lebih efektif daripada SPL dalam pembelajaran apresiasi cerita pendek. Hal ini terlihat dari kemampuan mengapresiasi cerita pendek mahasiswa dengan menerapkan SMBK melalui *Setting Kooperatif Tipe STAD* lebih tinggi daripada kemampuan mengapresiasi cerita pendek melalui SPL. Hasil uji t menunjukkan t hitung $18,452 >$ dari t tabel $1,98$, $df=35$ pada tingkat kepercayaan 95% atau taraf signifikansi $\alpha = 0,05$.

Berkaitan dengan kualitas pembelajaran, diketahui SMBK melalui *Setting Kooperatif Tipe STAD* dapat diterima sebagai strategi pembelajaran yang efektif baik oleh mahasiswa maupun dosen. Dengan demikian dapat disimpulkan bahwa SMBK melalui *Setting Kooperatif Tipe STAD* efektif meningkatkan kemampuan mahasiswa dalam mengapresiasi cerita pendek.

ABSTRACT

Mustika, Ika. 2012. Character Oriented MetaCognitive Strategy (SMBK) Implementation through the Cooperative Setting of Student Team Achievement Division (STAD) Type for Improving the Ability of Appreciating Short Stories

The activity of appreciating literature as a process of interpreting literary works is closely related to thinking ability, since basically, at the time of this appreciation the thinking process is going on. Therefore, the consciousness and control toward this comprehension process are needed. Sharpening the thinking ability in appreciating literature can be conducted through the activity of maximizing metacognitive ability. Maximizing this ability can be done by tearing the students to use a metacognitive strategy.

This study is based on the explanation above. Then the research problems are formulated covering: (a) the effectiveness of character oriented metacognitive strategy (SMBK) implementation through the cooperative setting of student team achievement division (STAD) type, and (b) the learning quality of short story appreciation by implementing SMBK strategy through the cooperative setting of STAD type. The objective of this study is mainly to reveal the try out result of character oriented metacognitive strategy (SMBK) implementation through the cooperative setting of student team achievement division (STAD) type toward the improvement of student' ability in appreciating short stories.

The method used to solve the research problems mentioned above was purely experimental method. The treatment of SMBK through the cooperative setting of STAD type was administered in the experimental class, while direct learning strategy (SPL) was conducted in the control class. The test technique was used to measure the effectiveness of SMBK implementation through the cooperative setting of STAD type, whereas the observation and questionnaire techniques were used to measure the quality of SMBK learning through the cooperative setting of STAD type. This study was conducted at STKIP Siliwangi Cimahi by involving 70 students of Bahasa Indonesia and Sastra study Program at the t4^h semester in academic year 2010/2011.

The result of the study shows that SMBK with the cooperative setting of STAD type is more effective than SPL in learning of short story appreciation. It is identified from the students' ability in appreciating a short story through the implementation of SMBK through the cooperative setting of STAD type, which is higher than the students' ability in appreciating a short story through SPL. The result of t-test shows that t-observed 18,452 is higher than t-table 1,98, df=35, at at 95% level of reliability or at the significance level of $\alpha = 0,05$.

Dealing with the quality of learning, it is revealed that SMBK implementation through the cooperative setting of STAD type can be accepted as an effective strategy either by the students and the lecturers. This, the writer may conclude that SMBK implementation through the cooperative setting of STAD type is effective in improving the students' ability in appreciating a short story.