

PENERAPAN PENDEKATAN KONTEKSTUAL MELALUI *PROJECT BASED LEARNING* DAUR ULANG LIMBAH UNTUK MENINGKATKAN *LIFE SKILLS* DAN PENGUASAAN KONSEP SISWA SMA

Santi

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan *life skills* dan penguasaan konsep siswa SMA setelah penerapan pendekatan kontekstual melalui *project based learning* daur ulang limbah. Metode penelitian yang digunakan dalam penelitian ini adalah *quasi eksperimental*. Desain penelitian menggunakan *nonequivalent control group design* dengan teknik pengambilan sampel secara *purposive sampling*. Penelitian ini dilaksanakan di salah satu SMA daerah Karawang. Siswa yang ikut berpartisipasi dalam penelitian sebanyak 70 orang kelas X dari dua kelas (Eksperimen n=35, Kontrol n=35), kelas eksperimen menggunakan pendekatan kontekstual melalui *project based learning* dan kelas kontrol menggunakan pendekatan kontekstual melalui praktikum. Instrumen yang digunakan dalam penelitian ini terdiri dari: (1) *pretest* dan *posttest* untuk mengukur *life skills* siswa; (2) *pretest* dan *posttest* untuk mengukur penguasaan konsep siswa; (3) penilaian kegiatan proyek; (4) lembar observasi kegiatan diskusi dan presentasi; (5) angket respon siswa; (6) lembar observasi kinerja guru dan; (7) lembar observasi keterlaksanaan pembelajaran pada siswa. Analisis data dilakukan melalui beberapa cara yaitu analisis N-Gain dan analisis korelasi *life skills* dan penguasaan konsep siswa dengan menggunakan program *microsoft excel 2013* dan *SPSS for windows 22* untuk melihat peningkatan serta hubungan *life skills* dan penguasaan konsep siswa. Hasil penelitian menunjukkan bahwa peningkatan *life skills* dan penguasaan konsep siswa lebih tinggi pada kelas eksperimen daripada kelas kontrol. N-Gain peningkatan *life skills* pada kelas eksperimen lebih tinggi (0.91) dibandingkan kelas kontrol (0.29). N-Gain peningkatan penguasaan konsep pada kelas eksperimen lebih tinggi (0.53) dibandingkan kelas kontrol (0.16). Pada kelas eksperimen terdapat hubungan antara *life skills* dan penguasaan konsep, sedangkan pada kelas kontrol tidak terdapat hubungan antara *life skills* dan penguasaan konsep. Siswa memberikan respon positif terhadap pembelajaran yang diberikan pada kedua kelas. Kesimpulannya adalah penerapan pendekatan kontekstual melalui *project based learning* daur ulang limbah mampu meningkatkan *life skills* dan penguasaan konsep siswa dibandingkan dengan penerapan pendekatan kontekstual melalui praktikum daur ulang limbah.

Kata Kunci: Pendekatan Kontekstual, *Project based Learning*, *Life Skills*, Penguasaan Konsep, Daur Ulang Limbah

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APPLICATION OF CONTEXTUAL APPROACH THROUGH PROJECT BASED LEARNING WASTE RECYCLING TO IMPROVE LIFE SKILLS AND CONCEPT OF CONCEPT OF HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to know the improvement of life skills and mastery of the concepts of high school students after the application of a contextual approach through waste recycling project based learning. The method used in this study was quasi experimental. The research design used nonequivalent control group design with purposive sampling technique. This research was conducted in one of the Karawang regional high schools. The Participant in the study were 70 class X from two classes (Experiment $n = 35$, Control $n = 35$), the experimental class used a contextual approach through the project based learning and the control class using a contextual approach through practicum. The instruments used in this study consisted of: (1) pretest and posttest to measure students' life skills; (2) pretest and posttest to measure mastery of student concepts; (3) assessment of project activities; (4) observation sheet for discussion and presentation activities; (5) student response questionnaire; (6) teacher performance observation sheets and; (7) observation sheet of learning implementation in students. Data analysis was carried out in several ways, namely N-Gain and correlation analysis of life skills and mastery of students concepts using the Microsoft Excel 2013 and SPSS for windows 22 program to see the improvement and relationship of N-Gain life skills and mastery of students concepts. The results show that the increase in life skills and mastery of students concepts was higher in the experimental class than in the control class. N-Gain improvement in life skills in the experimental class is higher (0.91) than the control class (0.29). N-Gain improvement in concept mastery in the experimental class is higher (0.53) than the control class (0.16). In the experimental class there is a correlation between life skills and mastery of concepts, whereas in the control class there is no correlation relationship between life skills and mastery of concepts. Students give a positive response to the learning given in both classes. The conclusion is the application of a contextual approach through waste recycling project based learning is able to improve the life skills and mastery of students concepts compared to the application of a contextual approach through waste recycling practicum.

Keywords: Contextual Approach, Project based Learning, Life Skills, Mastery Concepts, Waste Recycling

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