

PENGEMBANGAN MODEL PERKULIAHAN *SOROGAN-BANDONGAN* DALAM  
KIMIA ORGANIK DAN DAMPAKNYA PADA PENGUASAAN KONSEP,  
TANGGUNG JAWAB, KEMANDIRIAN, DAN KETERBUKAAN

ABSTRAK

Penelitian dilakukan dalam rangka mengembangkan model perkuliahan *Sorogan-Bandongan* pada kimia organik, sebagai salah satu diantara implementasi kurikulum mandiri berbasis individu. Kurikulum mandiri berbasis individu merupakan strategi dalam mencapai tujuan pendidikan nasional. Kurikulum mandiri berbasis individu telah diterapkan  $\pm$  1300 tahun di Pondok Pesantren. Penerapan kurikulum tersebut pada Pondok Pesantren menggunakan Metode *Sorogan* dan Metode *Bandongan*. Penelitian ini bertujuan untuk mengembangkan Model Perkuliahan *Sorogan-Bandongan* Kimia Organik. Subjek penelitian terdiri atas 26 mahasiswa kelas kontrol dan 26 mahasiswa kelas eksperimen yang sedang memprogram mata kuliah Kimia Organik I. Kelas eksperimen memperoleh pembelajaran Model *Sorogan-Bandongan* dan kelas kontrol pembelajaran konvensional. Desain penelitian yang digunakan yakni *Design and Development Research Project* dari Richey. Dari kegiatan pengembangan dihasilkan Model Perkuliahan *Sorogan-Bandongan* Kimia Organik dengan sintak sebagai berikut: (a) membaca *handout*, (b) mengerjakan tes diagnostik, (c) *Sorogan*, dan (d) *Bandongan*. Data hasil implementasi disajikan secara deskriptif kualitatif. Dampak implementasi Model Perkuliahan *Sorogan-Bandongan* dideskripsikan sebagai data kuantitatif hasil perhitungan statistik uji-t. Rata-rata N-Gain penguasaan konsep kelas eksperimen sebesar 0,43 dan kelas kontrol sebesar 0,2. Rata-rata N-Gain sikap tanggung jawab kelas eksperimen sebesar 0,18 dan kelas kontrol sebesar 0,16 Rata-rata N-Gain sikap kemandirian kelas eksperimen sebesar 0,428 dan kelas kontrol sebesar 0,433. Rata-rata N-Gain sikap keterbukaan kelas eksperimen sebesar 0,54 dan kelas kontrol sebesar 0,44. Temuan hasil penelitian didapatkan bahwa terdapat perbedaan yang signifikan pada penguasaan konsep antara kelas eksperimen dan kontrol serta tidak ada perbedaan signifikan pada tanggung jawab, kemandirian, dan keterbukaan. Temuan tersebut mengindikasikan Model *Sorogan-bandongan* berpengaruh terhadap penguasaan konsep mahasiswa. Temuan hasil ditafsirkan bahwa Model Perkuliahan *Sorogan-Bandongan* dapat dipergunakan sebagai desain program kurikulum mandiri berbasis individu.



THE DEVELOPMENT OF *SOROGAN-BANDONGAN*<sup>1</sup> LECTURE MODEL IN  
THE TOPIC OF ORGANIK CHEMISTRY AND ITS' IMPACT TO  
CONCEPTUAL MASTERY, RESPONSIBILITY, INDEPENDENCE, AND  
OPENNESS

ABSTRACT

The research was conducted to develop the lecturer Model *Sorogan-Bandongan* in organic chemistry, it is the one of the implementations of the individual-based autonomous curriculum. The development of an individual-based autonomous learning model is a strategy in achieving the national education goals. The individual-based autonomous curriculum has been implemented  $\pm$  1300 years at Islamic Boarding Schools employing the *Sorogan* and *Bandongan* methods. This research aims to develop an organik chemistry *Sorogan-Bandongan* lecture model. The research subjects consisted of 26 kontrol class students and 26 experimental class students who were taking the course of Organik Chemistry I. The experimental class was taught with the *Sorogan-Bandongan* learning model, while the kontrol class with conventional learning. The research employed Richey's Design and Development Research Project. The development project produced an organik chemistry *Sorogan-Bandongan* lecture model with the following syntax: (a) reading handouts, (b) taking diagnostic tests, (c) practicing *Sorogan*, and (d) practicing *Bandongan*. The results of the implementation are presented descriptive- qualitatively. The impact of the implementation of the *Sorogan-Bandongan* lecture model is described as quantitative data based on the *t*-test calculations. The average N-Gains for conceptual mastery of the experimental class and the kontrol class were 0.43 and 0.2, respectively. The average N-Gains for responsibility of the experimental class and the kontrol class were 18.11 and 15.65, respectively. The average N-Gains for independence of the experimental class and the kontrol class were 42.83 and 43.33, respectively. The average N-Gains for openness of the experimental class and the kontrol class were 53.78 and 43.78, respectively. Furthermore, the research found that there was a significant difference in the conceptual mastery between the experimental and kontrol classes, but there were no significant differences in their responsibility, independence, and openness. These findings indicate that the *Sorogan-bandongan* lecture model influenced the students' conceptual mastery. The results of the findings are interpreted as follow: The *Sorogan-Bandongan* lecture model can be used as a teaching design of individual-based autonomous curriculum programs.

---

<sup>1</sup> *Sorogan* is a one-on-one learning method in which a student gets individual supervision and/or feedback from the lecturer/teacher. Meanwhile, *Bandongan* is a learning method in which students collectively listen to the lecturer /teacher explaining a certain topic.

