

## ABSTRAK

Rianawati, 2013, Implementasi Pembelajaran Kontekstual Dalam Upaya Meningkatkan Belajar Siswa (Studi Penelitian Tindakan Kelas Pada Mata Pelajaran Akhlak di MAN 1 Pontianak). Disertasi, Program Studi Pendidikan Umum, Sekolah Pasca Sarjana Universitas Pendidikan Indonesia. Promotor Prof. Dr. H. Sofyan Sauri, M.Pd, Ko-Promotor : Prop. Dr. H. Endang Sumantri, M.Pd. Anggota Dr. Kokom Komalasari, M.Pd.

Disertasi ini menyajikan hasil penelitian tentang implementasi pembelajaran kontekstual dalam upaya meningkatkan kemandirian belajar siswa, yang dilakukan dengan melibatkan seorang guru pembelajaran akhlak dan siswa kelas XI IAI MAN 1 Pontianak. Masalah pokok yang menjadi kajian disertasi ini adalah “Bagaimana implementasi pembelajaran kontekstual dalam upaya meningkatkan kemandirian belajar siswa? Agar masalah tersebut lebih rinci, maka dirumuskan pertanyaan penelitian sebagai berikut: (1) Bagaimanakah kondisi nyata pembelajaran akhlak saat ini? (2) Bagaimanakah pelaksanaan pembelajaran kontekstual? (3) Bagaimanakah hasil peningkatan kemandirian belajar dalam pembelajaran kontekstual dalam upaya meningkatkan kemandirian belajar siswa? Untuk menjawab pertanyaan tersebut dipergunakan data tentang (1) Pembelajaran akhlak saat ini yang berkaitan dengan perancangan pembelajaran, kinerja guru, dan aktivitas belajar siswa, (2) Pelaksanaan pembelajaran kontekstual melalui komponen konstruktivisme, inquiri, questioning, learning community, modeling, refleksi, dan authentic assessment, (3) Hasil peningkatan kemandirian belajar yang dicapai melalui pembelajaran kontekstual. Metode yang digunakan dalam penelitian adalah desain Penelitian Tindakan Kelas melalui empat siklus. Data tersebut diperoleh melalui pengamatan, wawancara, angket, dan analisis dokumen. Analisis menggunakan model Miles dan Huberman (1984) melalui tahap pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Kesimpulan hasil penelitian adalah sebagai berikut: (1) Pembelajaran yang tidak kontekstual ditandai oleh tidak kreatifnya siswa, dengan indikasi siswa tidak biasa berpikir analisis, tidak mampu mengemukakan pendapat, perhatian siswa tidak fokus pada pembelajaran, dan daya serap siswa terhadap pembelajaran masih rendah. (2) Melalui pembelajaran kontekstual, siswa mampu merancang dan mengkonstruksi pengetahuannya, melakukan tanya jawab berdasarkan berpikir kritis, sistematis, analisis, dan logis, memecahkan masalah bersama dalam bentuk komunitas kelompok belajar, menelaah pengetahuan yang diterima, melakukan penilaian terhadap proses dan hasil pembelajarannya, dan menerapkan pengetahuan yang diterima. (3) PTK efektif meningkatkan kemandirian belajar siswa melalui sejumlah tahapan yang berkembang secara berkelanjutan dari tahap belajar yang didorong oleh instruksi guru, munculnya benih-benih kemandirian siswa dalam belajar, hingga siswa mampu menunjukkan kemandirian dalam belajar secara penuh.

Kata-kata Kunci: Pembelajaran Kontekstual, Konstruktivisme, Inquiri, Questioning, Learning Community, Modeling, Refleksi, dan Authentic Assessment, Kemandirian Belajar.

## ABSTRACT

Rianawati, 2013, *Implementing a Contextual Teaching Learning in an Attempt of Improving Students' Self-Regulated Learning (A Study of Classroom Action Research on Moral Teaching Learning in MAN 1 Pontianak)*. Dissertation, General Education Program, School of Postgraduate Studies, Indonesia University Of Education. Promotor Of Education: Prof Dr. H. Sofyan Sauri, M.Pd. ; Co-Promotor: Prof Dr. H. Endang Sumantri, M.Pd. ; Member: Dr, Kokom Komalasari, M.Pd.

The dissertation presents results of research on the implementation of contextual teaching learning in an attempt of improving students' self-regulated learning, which was conducted by involving a teacher of moral education and students of IAI eleventh grade of MAN 1 Pontianak. The main issue under study was "How is the implementation of contextual teaching learning in an attempt of improving students' self-regulated learning?" To elaborate on the issue, the following research questions were formulated: (1) How is the real situation of moral teaching learning today?; (2) How is the conduct of contextual teaching learning in an attempt of improving students' self-regulated learning?; and (3) How is the result of improvement of self-regulated learning in contextual teaching learning as an effort of improving students' self-regulated learning?. To answer the questions, the following data were used: (1) Today's moral teaching learning in the forms of lesson plans, teacher's performance, and students' learning activity; (2) The conduct of contextual teaching learning through the components of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment; and (3) The results of self-regulated learning achieved through contextual teaching learning. The method employed in the research was Classroom Action Research design through four cycles. The data were gained through observation, interview, questionnaire, and document analysis. The analysis used the model by Miles and Huberman (1984) through four stages consisting of data collection, data reduction, data display, and inference. The conclusions of the research are as follows: (1) Non-contextual teaching was marked by students' lack of creativity, with indications of students being unhabituated to think analytically, unable to give their opinion, unfocused on the teaching learning, and having a low absorptive capacity in the teaching learning; (2) Through contextual teaching learning, students were able to design and construct their knowledge; do question-answer critically, systematically, analytically, and logically; solve problems together with their learning community, examine the knowledge gained, do assessment on the process and results of the teaching learning, and apply the knowledge gained; (3) Classroom Action Research was effective in improving students' self-regulated learning through a number of stages that continuously develop, starting from the stage of learning encouraged by teacher's instructions, the emergence of the seeds of self-regulation in learning, to students being able to completely show their self-regulated learning.

**Keywords:** Contextual Teaching Learning, Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, Authentic Assessment, Self-Regulated Learning