

ABSTRACT

Year Rezeki Patricia Tantu (00000014513)

APPLICATION OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE THE LEARNING MOTIVATION, CRITICAL THINKING, AND CREATIVE THINKING IN CLASS XI CHEMISTRY LESSON IN UPH COLLEGE

(xiv + 138 Pages; 7 images; 22 tables; 38 Appendixes)

The majority of students in grade XI UPH College fails to demonstrate active participation in asking and answering questions on Chemistry class. The result of students' cognitive learning in this class is actually quite good, but the students do not understand the application of chemistry. Students tends to memorize the concepts and used to do exercise; and lesson tends to be teacher-centered. This made the researcher reflects and choose contextual learning model as solution for this problems. This study uses a Class Action Research (CAR) with 24 students of class XI at UPH College as research subjects. Data were collected through observation, interviews, and student worksheet which is then analyzed by descriptive quantitative and qualitative. The results showed that contextual learning can increasing student's learning motivation, critical thinking, and creative thinking. It was concluded that: (1) Contextual learning goes well and includes seven components: constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment (2) Contextual learning can increase learning motivation, critical thinking, and creative thinking of students of Grade XI in Chemistry class, (3) Constraints faced in the application of contextual learning can come from teachers as researchers, students and the circumstances that can not be controlled.

Keywords: contextual teaching and learning (CTL), learning motivation, critical thinking, creative thinking

Reference: 60 (1988-2015)

ABSTRAK

Year Rezeki Patricia Tantu (00000014513)

PENERAPAN PEMBELAJARAN KONTEKSTUAL UNTUK MENINGKATKAN MOTIVASI BELAJAR, BERPIKIR KRITIS, DAN BERPIKIR KREATIF SISWA KELAS XI PADA PELAJARAN KIMIA DI UPH COLLEGE

(xiv + 138 halaman; 7 gambar; 22 tabel; 38 lampiran)

Sebagian besar siswa kelas XI UPH College kurang menunjukkan partisipasi aktif dalam bertanya dan menjawab pertanyaan pada pembelajaran Kimia. Hasil rata-rata belajar kognitif siswa dalam kelas tersebut sebenarnya tergolong baik, namun siswa kurang mengaitkan konsep kimia dengan konteks kehidupan sehari-hari. Siswa cenderung untuk menghafal konsep untuk mengerjakan soal latihan dan pembelajaran masih berpusat kepada guru. Hal ini membuat peneliti berefleksi dan memilih model pembelajaran kontekstual untuk mengatasi permasalahan yang ada. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan subjek penelitian berjumlah 24 siswa kelas XI di UPH College. Data dikumpulkan melalui observasi, wawancara, dan lembar kerja siswa yang kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa terdapat peningkatan motivasi belajar, berpikir kritis, dan berpikir kreatif melalui pembelajaran kontekstual. Disimpulkan bahwa: (1) Pembelajaran kontekstual berjalan dengan baik dan meliputi 7 komponen, yaitu: konstruktivisme, inkuiri, bertanya, komunitas belajar, pemodelan, refleksi, dan penilaian otentik (2) Pembelajaran kontekstual dapat meningkatkan motivasi belajar, berpikir kritis, dan berpikir kreatif siswa kelas XI pada pelajaran Kimia, (3) Kendala yang dihadapi dalam penerapan pembelajaran kontekstual dapat berasal dari guru sebagai peneliti, siswa maupun keadaan yang tidak bisa dikontrol.

Kata kunci: pembelajaran kontekstual (CTL), motivasi belajar, berpikir kritis, berpikir kreatif

Referensi: 60 (1988-2015)