

## ABSTRACT

Marisi Uli Simanjuntak ( 000 000 10092 )

### **THE INFLUENCE OF STORYTELLING AND READING REFLECTIVE METHODS TO IMPROVE UNDERSTANDING OF CHRISTIAN WORLDVIEW, LEARNING OUTCOMES, AND ATTITUDE OF CARE FOR THE ENVIRONMENT ON SCIENCE CLASS FOR GRADE 1 AND GRADE 4 AT IPEKA TOMANG CHRISTIAN PRIMARY SCHOOL**

( +151 page: 7 picture; 50 tabel; 20 lampiran)

Based on result of the survey years academic 2013/2014 and 2014/2015, three main factors of the reason parents choose IPEKA Tomang Christian Primary School are the quality of spiritual coaching and character, teacher competence, and the quality of academic and school curriculum. Refer to evaluation of learning for grade 1 and 4 at year academic 2014/2015, be found the gap between school achievement standar minimum with values consecutive school in science learning result; at attitude of care for environment, and for understanding Christian worldview. Storytelling and reading reflective methods are learning method that is in accordance with the characteristics of the primary school pupils. Based on the principal supervision results, only 31,25% of teachers who use storytelling method and only 50% of teachers who use reading comprehension method. Reading reflective methods has never been applied at IPEKA Tomang Christian Primary School. The research design used The Matching-Only Group Pretest-Postest Control which includes the pseudo-experimental method. Data were analyzed using Chi-Square test (normality test) and “t” test (comparative statistical test ).Based on the research results, the storytelling and reading reflective methods effect on the understanding of Christian worldview at grade 1 (1,99), learning outcomes at grade 1 (13,99) and grade 4 (4,20), the establishment of environmental care attitude in grade 1 (6,05) and grade 4 (3,01). However, both these methods have no effect on the formation of an understanding Christian worldview for grade 4 (-0,59).

Keywords : storytelling, reading, reflective cycle Gibbs, Christian Worldview, learning outcomes, bloom taxonomy, attitude of care the environment.

Reference : 72 (1988-2016)

## ABSTRAK

Marisi Uli Simanjuntak ( 000 000 10092 )

**PENGARUH METODE BERCEKITA DAN MEMBACA REFLEKTIF TERHADAP PEMAHAMAN *CHRISTIAN WORLDVIEW*, HASIL BELAJAR, DAN SIKAP PEDULI LINGKUNGAN PADA PEMBELAJARAN IPA MURID KELAS 1 DAN KELAS 4 DI SEKOLAH DASAR KRISTEN IPEKA TOMANG**

( + 151 halaman: 7 gambar; 50 tabel; 20 lampiran)

Berdasarkan hasil survei tahun ajaran 2013/2014 dan 2014/2015 terhadap orang tua murid diperoleh data tiga faktor utama yang menjadi alasan orang tua memilih SD Kristen IPEKA Tomang yaitu kualitas pembinaan kerohanian dan karakter, kualitas guru dalam mengajar, dan kualitas akademis dan kurikulum sekolah. Mengacu pada evaluasi hasil belajar murid kelas satu dan empat di SD Kristen IPEKA pada tahun pelajaran 2014/2015, terdapat *gap* nilai antara hasil pencapaian murid dengan standar kriteria ketuntasan minimal yang ditentukan sekolah pada nilai hasil belajar IPA, nilai sikap peduli lingkungan serta nilai pemahaman *Christian worldview*. Metode bercerita dan membaca reflektif merupakan metode yang sesuai dengan karakteristik usia perkembangan murid sekolah dasar. Berdasarkan hasil supervisi kepala sekolah hanya 31,25% guru yang menggunakan metode bercerita dan 50% guru yang menggunakan metode membaca pemahaman. Metode membaca reflektif belum pernah diterapkan di SD Kristen IPEKA Tomang. Desain penelitian yang digunakan adalah *The Matching-Only Pretest-Postest Control Group* yang termasuk metode eksperimental semu. Uji statistik yang digunakan adalah uji normalitas data *Chi Kuadrat* dan uji komparatif/uji beda yaitu uji t. Berdasarkan hasil penelitian, metode bercerita dan membaca reflektif berpengaruh terhadap pembentukan pemahaman *Christian Worldview* murid kelas satu (1,99), hasil belajar murid kelas satu (13,99) dan empat (4,20), serta sikap peduli lingkungan murid kelas satu (6,05) dan kelas empat (3,01). Namun kedua metode ini tidak berpengaruh pada pembentukan pemahaman *Christian Worldview* Siswa kelas empat dengan nilai beda -0,59.

Kata Kunci : bercerita, membaca, siklus reflektif Gibbs, *Christian worldview*, hasil belajar, taksonomi bloom, sikap peduli lingkungan

Referensi : 72 (1988-2016)