

ABSTRAK

Nisa Muthoharoh, 2012. Penerapan Pembelajaran Kontekstual Dengan Teknik Learning Community Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa pada Mata Pelajaran PAI di Sekolah (Studi Kasus Di SMAN 48 Jakarta).

Dilatar belakangi oleh sebagian siswa kelas X-8 SMAN 48 Jakarta yang memiliki motivasi dan hasil belajar rendah. Ditunjukkan dari hasil pre tes yang diberikan, masih terdapat beberapa siswa belum mencapai kriteria ketuntasan minimal sebesar 75. Berdasarkan pengamatan, siswa belum mampu menguasai dan memahami mata pelajaran Pendidikan Agama Islam serta aplikasinya dalam kehidupan sehari-hari. Model pembelajarannya pun masih terpusat pada guru sehingga siswa kurang terlibat aktif. Oleh karena itu, dilaksanakan pembelajaran kontekstual dengan teknik learning community. Penelitian ini bertujuan untuk mengetahui penerapan pembelajaran kontekstual teknik Learning Community. Selain itu, untuk mengetahui apakah penerapan ini dapat meningkatkan motivasi dan hasil belajar Pendidikan Agama Islam siswa.

Teknik learning community merupakan bagian dari komponen pembelajaran kontekstual (Contextual Teaching and Learning/CTL). Konsep pembelajaran ini memberdayakan siswa, memberikan pengalaman, mendorong siswa mengkonstruksikan pengetahuan di benak sendiri dan mampu memahami apa yang dipelajari dengan mengaitkannya pada kehidupan nyata. Penelitian ini menggunakan penelitian deskriptif kualitatif dan pendekatan studi kasus. Penelitian ini termasuk penelitian tindakan kelas (Classroom Action Research), yang terdiri dari dua siklus, dan jenis kolaboratif partisipatoris dimana peneliti bertindak sebagai instrumen kunci. Pengambilan data menggunakan teknik observasi, wawancara, dokumentasi dan tes pengukuran hasil belajar. Penelitian dilakukan dengan empat tahapan (kegiatan perencanaan, pelaksanaan tindakan, observasi dan refleksi). Sumber data, siswa kelas X-8 SMAN 48 Jakarta berjumlah 35 siswa.

Dari penerapan pembelajaran kontekstual teknik Learning Community terbukti dapat meningkatkan motivasi dan hasil belajar PAI siswa. Penerapan pembelajaran kontekstual teknik learning community yang diterapkan peneliti yaitu dengan mengelompokkan siswa secara heterogen, memberikan sekilas gambaran materi yang akan disampaikan atau mendatangkan ahli yang menguasai materi, kemudian mengilustrasikan tugas kepada setiap kelompok. Setiap kelompok mencari kaitannya dengan kehidupan sehari-hari, saling sharing, bertanya, menyanggah, menambahkan maupun mengkritik. Semua siswa aktif sedangkan peneliti sebagai guru mengarahkan motivasi belajar siswa, dan memberikan pujian kepada kelompok terbaik atas hasil yang diraih. Keberhasilan dari segi hasil dapat dilihat dari meningkatnya skor motivasi dan rata-rata hasil belajar siswa. Skor motivasi belajar siswa pada pre test diperoleh sebesar 13 meningkat pada siklus I sebesar 24 atau sekitar 85% kemudian meningkat lagi pada siklus II sebesar 28 atau sekitar 17 %. Sedangkan rata-rata hasil belajar pada pre test diperoleh sebesar 78,81 pada siklus I meningkat menjadi 85 atau sekitar 8 % kemudian meningkat lagi pada siklus II sebesar 90,28 atau sekitar 7%. Keberhasilan dari segi proses dapat dilihat dari pengamatan, kesan-kesan dan wawancara dimana umumnya siswa memberikan respon positif terhadap pelaksanaan pembelajaran kontekstual teknik learning community karena dianggap lebih menarik dan menyenangkan.

Key word : *Pembelajaran Kontekstual, Learning Community, PAI, Motivasi, dan Hasil Belajar.*

ABSTRACT

Nisa Muthoharoh, 2012. *The Application of Contextual Learning with Learning Community Technique to Increase The Motivation and The Students Learning Outcomes of Islamic Religion Education Subject in School (Case Study in SMAN 48, Jakarta).*

Motivated by some of the students in class X-8 at SMAN 48, Jakarta, who have lack of motivations and learning outcomes that were showed in pre-test result, there are still some students who can't pass the minimal score, 75, yet. According to the research, the students also cannot master and understand to relate the Islamic religion subject in their daily lives. The model of learning Islamic religion subject is also still focused to the teacher, so that the students aren't actively involved. Because of that, contextual learning with learning community technique is implemented. The purpose of this research is to find out the implementation of the contextual learning with Learning Community technique. Besides that, the purpose is also to know whether this implementation can increase the students' motivation in learning religion subject and the result learning outcomes or it can't.

The community learning technique is a part of components from the contextual learning (Contextual Teaching and Learning / CTL). This learning concept empowers the students, gives some experiences, and also motivates the students to construct the knowledge in their own minds so that the students can understand the subjects they learn and can relate it to their real lives. This research used the qualitative descriptive method with case study approach. This research is a classroom action research, which consists of two cycles and types of participatory collaborative, where the researcher acted as the key instrument. The data accumulation used the observation technique, interview, documentation, and measurement of learning outcomes test. This research was implemented by using four phases (planning, implementation, observation, and reflection). The data sources are from the students in class X-8 SMAN 48, Jakarta, which consists of 35 students.

The application of this contextual learning, Community Learning Technique, is proved that it can increase the students' motivation and also the students outcomes in learning Islamic religion education subject. The application of this contextual learning, Community Learning Technique, which was applied by the researcher by creating groups of students heterogeneously, giving the glimpse of the learning material that will be learned or bringing the expert in, then illustrating the tasks to every group. Every group has to relate the subject into their daily lives, share it to each other, ask questions, refute, append or even criticize. All of the students played the active roles while the researched, as a teacher, motivated them and gave the compliments to the best group which reached the highest score. The success in term of the outcomes can be seen from the escalation of the motivation scores and the mean of students' results. The score is increasing from 13 to 24 at cycle I, compared to the pre-test, or increasing about 85% then it is increasing again at the cycle II, to 28, or about 17%. Whereas, the mean of students' result at the pre-test is 78,81 then, at the cycle II, it increases to 85 or about 8% then it increases again in cycle II, to 90,28 or about 7%. The success in term of the process can be seen from the observation, the impressions, and the interviews where most of the students give a positive respond to the implementation of the contextual learning, Community Learning Technique, because they think it's interesting and fun.

Keywords: *Contextual Learning, Learning Community, Islamic Religion Education, Motivations, and Learning Outcomes*