PENERAPAN MODEL PEMBELAJARAN LANGSUNG (Direct Instructional) DENGAN PENDEKATAN KONTEKSTUAL (Contextual Teaching and Learning) UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR BIOLOGI SISWA SMP NEGERI I PACET

Oleh: ANIK SUGIARTI (04330024)

Biology
Dibuat: 2009-04-16, dengan 7 file(s).

Keywords: Pembelajaran langsung, pembelajaran kontekstual, aktivitas siswa, dan hasil belajar

ABSTRACTION
The process Study of Biological in SMP Negeri I Pacet has indicated that student’s activity still lower. Lower student activity can seen that the students still less self confidence in raising question and also in replying question, student also still lazy to note and not yet accustomed, students also still depend on their friends when perceiving result of attempt. So, that what the result is not clear and directional question becoming not relevant. Less ability of student in activity it is caused by students incapable of developing contemplative faculties toward broader. This cause the students difficult to comprehend materials study, they tend to memorize concepts without comprehending content from the concepts.

Direct Instructional model represent one of the study strategy where student learn in group and correlate environment around, finish their studies in direct study, students will give inter communications where student will be share each other opinion or idea, discussing each other among problems with their friends, so that will be obtained by responsibility and involvement each of students to learn and inform learn result.

Type of Research is representing Penelitian Tindakan Kelas (PTK) qualitative. Research that used is device consist of planning, actions, perceptions, and reflections. This research divide in two cycle four times meeting. The Research target is VIII D class which consists of 39 students.

Method data collecting obtained from result of evaluation and observation and analyzed descriptively. This research aim to increase student activity and result learn student about Biological concept with direct study.

Result of research indicates that student writing activity 1st cycle until 2nd increase rapidly that is from 42% at 1st cycle become 62% at 2nd cycle, so also with student activity in perceiving result of attempt from 1st cycle until 2nd cycle experience of improvement that is equal to 35,2% from 34% from 1st cycle become 69,2% at 2nd cycle, while at practice attempt from 1st cycle until 2nd cycle mount equal to 46,2%, and at asking questions mount equal to 30%, and also at replying questions mount equal to 44%. While to the understanding of student after given by mean action every cycle experience of improvement that is 1st cycle equal to 74,3% becoming 87,2% at 2nd cycle.