

pembelajaran pendekatan saintifik untuk mengembangkan nurturen efek sikap spiritual dan sosial siswa smk paket keahlian teknik gambar bangunan di daerah istimewa yogyakarta

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ABSTRACT

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This study was done to know three objectives: (1) teacher ability in developing scientific approach lesson plan to enhance spiritual and social attitudes; (2) teacher ability in implementing the scientific approach lesson plan to enhance spiritual and social attitudes; (3) evaluation mode used by teacher to assess students' spiritual and social attitudes.

Population of the study were State Vocational Junior High School (SMKN) teachers of Building Technical Drawing Specialist Package in Yogyakarta Special Region that became piloting project of 2013 Curriculum implementation: SMKN 2 Yogyakarta, SMKN 3 Yogyakarta, SMKN 2 Depok, SMKN 1 Seyegan, SMKN 2 Pengasih, SMKN 1 Sedayu, and SMKN 2 Wonosari that were 42 teachers. While sample in this study was determined by quota or purposive random sampling, who was one teacher for each course group (C1, C2, and C3), therefore sample number were $1 \times 3 \times 7 = 21$ teachers. Data collection were collected by questionnaire and Lesson document developed by sample teachers. Questionnaire validation was done by relevant expert judgments. Data analyzing techniques used were statistical descriptive, quantitative descriptive, and qualitative descriptive analyses.

Study results showed that: first, teachers' ability of State Vocational Junior High School (SMKN) of Building Technical Drawing Specialist Package in Yogyakarta Special Region in developing scientific approach lesson plan to enhance spiritual and social student attitudes was felled in "adequate" category, however, when referring to qualitative data analyses that teachers' ability was still in less adequate. Second, teachers' ability of State Vocational Junior High School (SMKN) of Building Technical Drawing Specialist Package in Yogyakarta Special Region in implementing scientific approach teaching and learning to enhance spiritual and social student attitudes was felled in "adequate" category, however, when referring to qualitative data analyses by reviewing lesson plan document, the teachers' ability was still in less adequate. Third, evaluation types used by teacher to assess students' spiritual and social attitudes were teacher's observation, student-self evaluation, and student's peer assessment. Percentages of those three techniques respectively were 73.81 percent, 19.05 percent, and 9.52 percent. Rubric used in this assessment, generally (65%), was already adequate.

Kata Kunci: *scientific learning approach, spiritual, and social attitudes.*