

# MODEL PEMBELAJARAN DI SMP YANG MAYORITAS SISWANYA DARI KELUARGA MISKIN DAN TERSINGKIRKAN DI WILAYAH KOTA YOGYAKARTA

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## ABSTRACT

The education aims to help students obtain a whole self-development process within their own uniqueness as individual and to reach their dignity as human being. Nevertheless, poverty has been significantly become the constraint for students to gain an opportunity access to education. Poverty, nowadays, has not yet been solved and become a fundamental and essential problem for students with low-income society background. To support students from the low-income society, empathy is the important aspect that should be develop in the education environments (schools). Therefore, by implementing empathy, individual will be able to think and communicate better within the right context of poverty in the real life setting. In learning process which support empathy, holistic or integral education – not partial or non linier – is the right approach to be implemented.

This descriptive research investigated teachers' competences in developing teaching-models for this group – students in poverty condition. The research was conducted in SMP Karitas Yogyakarta. Teachers and students were targeted population with purposive and stratified sampling methods were used as the sampling technique in this research. The collected data were examined students' characteristics, teachers' pedagogical competencies and teaching models in which used in teaching-learning activities in the classroom. Questionnaires, Test (various study evaluation tests within teaching learning in the classroom process) and observation sheets used as instruments for this research. Means and percentage were used to analyze the data. The result of this research described (1) the students characteristic, (2) teachers' pedagogical competencies and (3) teachers' competencies in developing teaching models. First, the students' characteristics of SMP Karitas Yogyakarta who are having low-income and low-education social background; special needs; and who are rejected from others schools were also found in the population in this research. The students were coming from various geographical background with high domination from Eastern Indonesia regions. The result also showed that the level of discipline in study, study-motivation and attitude of the students at the school were considered in low-level. Second, the overall result of teachers' pedagogical competencies were considered low: 37,5% fair, 50% low and 12,5% very low. The highest score of competencies were addressed in the several aspects such as facilitate students to reach their optimum self-potential, to communicate effectively, to be empathetic and polite to the students and to identify their students' potential during teaching and learning process. Furthermore, the lowest score were addressed in the aspects such as poor identification on students' prior knowledge and learning difficulties. Third, the teachers' competencies in developing teaching models were explained: (1) "Lesson Plan" (RPP) components and (2) Teaching Models. The first competency was based on (1) Lesson Plan components in which this research described as: (a) learning goals included cognitive, skills, affective and individual characters; (b) instructional materials based on curriculum, students' competencies, needs and current social context; (c) various learning methods; (d) various study activities in accordance with the need of condition and students' interest; (e) various learning resources (include media) that can be implemented contextually; (f) evaluation which focused on cognitive, affective, attitude and behavior change; (g) learning materials from text books and other relevant resources. The second competency was based on (2) Teaching Models were consist of (a) in the introduction stage, the teachers presenting study orientation, learning goals and instructional strategies which will be used in the learning process. Second, (b) in the main stage, the teachers delivering the material and learning strategies in which aligned with learning goals, students' competencies and needs contextually. Teachers build an enjoyable learning climate (Enjoy Learning) in the classroom which create serious and relax environment for students. The instructional method, used in the classroom, focused on students' character, attitude and behavior. The communication approach also contextually constructed based on students' characteristics which exposed openness and forbearance toward student's learning response during teaching process. The learning method also delivered the experience of "being successful" for students in order to build their self-esteem. At last, the use of instructional media aims to build learning environment as attractive, effective, efficient and contextual as possible. Third, (c) in the closure stage, it is necessary for teachers to present the summary. Teachers, in following, conducted the examination of the learning process and outcome in which focused on students' attitude and behavior change. The evaluation in order to undermine students' opinion and interest were constructed in fairly reasonable based on students' competencies and needs. At the end of the stage, teachers were providing learning reflection to their students.

Kata Kunci: *instructional model, poverty*