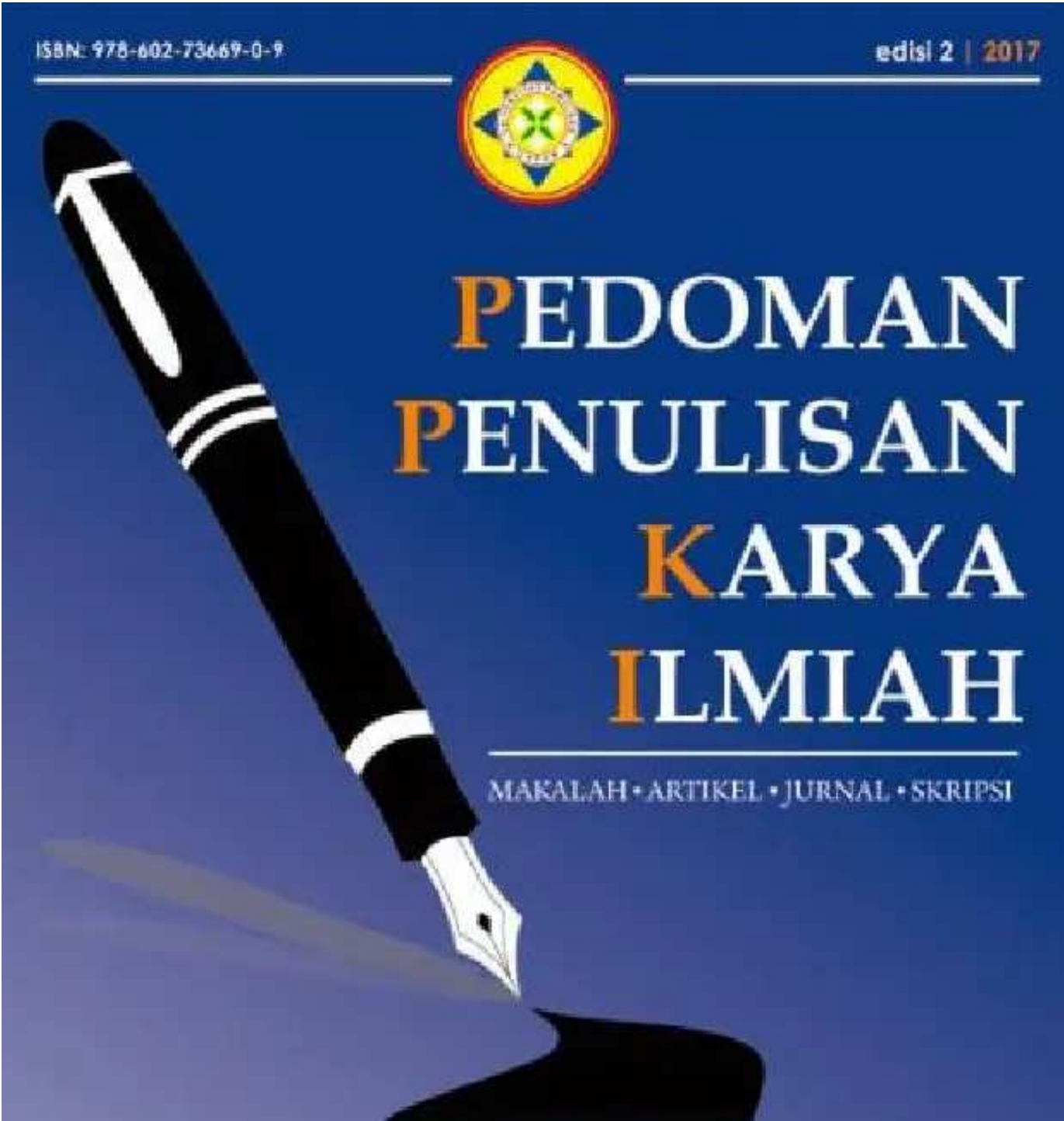




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Program Studi Pendidikan Ekonomi
Fakultas Keguruan dan Ilmu Pendidikan Universitas Pamulang

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Assalam 'ulaikum Warahmatullahi Wabarakatuh

Puji dan syukur saya panjatkan ke hadirat Tuhan Yang Maha Esa, atas karunia-Nya sehingga Tim Penyusun Revisi Petunjuk Teknis Dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2 dari Program Studi Pendidikan Ekonomi telah menyelesaikan penyusunan Revisi Petunjuk Teknis dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2 sebagai acuan bagi mahasiswa Program Studi Pendidikan Ekonomi yang akan menulis Makalah, Artikel dan Skripsi. Semoga Petunjuk Teknis Dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2 ini dapat dijadikan panduan bagi dosen pembimbing mata kuliah dan pembimbing skripsi.

Penghargaan setinggi-tingginya dan ucapan terima kasih disampaikan kepada Tim Penyusun Revisi Petunjuk Teknis Dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2, Tim Editor dan semua pihak yang telah membantu atas segala partisipasi yang telah diberikan selama proses penyusunan naskah ini.

Ke depan Program Studi Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pamulang dapat menjadi program studi rujukan bagi program studi lain di lingkungan Universitas Pamulang, karena selalu menyesuaikan diri dengan perkembangan dunia pendidikan dalam melakukan Tri Darma Perguruan Tinggi secara komprehensif dan tertata dengan benar. Dan semoga ke depan dapat meningkatkan kompetensi diri secara terus menerus.

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Assalam 'ualakum Warahmatullahi Wabarakatuh

Alhamdulillah dengan telah selesai Revisi Petunjuk Teknis dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2 oleh tim yang dibentuk oleh Ketua Program Studi yang barang tentu sangat dibutuhkan oleh mahasisiwa dan dosen agar proses perkulihan dan pembimbingan skripsi dapat berjalan sebagaimana mestinya

Maka selayaknya saya sampaikan ucapan terimakasih sedalam-dalamnya kepada berbagai pihak yang telah membantu dalam proses Revisi Petunjuk Teknis Dan Pedoman Penulisan Karya Tulis Ilmiah (PPKI) Edisi 2, kepada Bapak:

1. Drs. H. Darsono selaku Ketua Yayasan Sasmita Jaya yang membantu material dan spiritual dalam proses pembuatan Naskah ini, dan demi kemajuan Universitas Pamulang.
2. Dr. H. Dayat Hidayat, MM selaku Rektor dan Sebagai Ketua Tim Editor yang langsung melakukan pengecekan yang cukup mendalam terhadap naskah ini.
3. Para Wakil Rektor 1 (Dr. H. Bukhori H. Nuriman, MM), Wakil Rektor 2 (Dr. (cd) Subarto, M.Pd), Wakil Rektor 3 (Dr. Ir. Sewaka, MM) yang melakukan pengecekan dan peneltian mendalam terhadap naskah ini.
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- 6 Dan berbagai kalangan yang secara tidak langsung ataupun langsung membantu dalam

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Penulisan Karya ilmiah merupakan salah satu ciri pokok kegiatan perguruan tinggi. Karya ilmiah merupakan karya tulis atau bentuk lainnya yang telah diakui dalam bidang ilmu pengetahuan, teknologi atau seni yang ditulis atau dikerjakan sesuai dengan tata cara ilmiah dan mengikuti pedoman atau konvensi ilmiah yang telah disepakati atau ditetapkan. Melalui pembuatan karya ilmiah, anggota masyarakat akademis pada suatu perguruan tinggi dapat mengkomunikasikan informasi baru, gagasan, kajian, dan/atau hasil penelitian. Untuk pelaporan karya tulis ilmiah diperlukan suatu pedoman tentang pembuatan karya tulis ilmiah, khususnya karya ilmiah tertulis. Pedoman penulisan karya ilmiah ini memberikan petunjuk tentang cara menulis karya ilmiah yang berupa skripsi, artikel, makalah, jurnal, dan laporan penelitian khusus untuk Program Studi Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pamulang.

Skripsi merupakan karya ilmiah dalam suatu bidang studi yang ditulis oleh mahasiswa program Sarjana (S1) pada akhir studinya. Karya ilmiah ini merupakan salah satu persyaratan untuk menyelesaikan program studi mereka.

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(verifikasi) dalam bentuk dukungan data empiris di lapangan. Penelitian kualitatif adalah penelitian yang dimaksudkan untuk mengungkapkan gejala secara holistik – kontekstual melalui pengumpulan data dari latar alami dengan memanfaatkan peneliti sebagai instrumen kunci. Penelitian kualitatif bersifat deskriptif dan cenderung menggunakan analisis pendekatan induktif. Proses dan makna (perspektif subjek) lebih ditonjolkan dalam penelitian kualitatif. Ciri-ciri penelitian kualitatif mewarnai sifat dan bentuk laporannya. Oleh karena itu, laporan penelitian kualitatif disusun dalam bentuk narasi yang bersifat kreatif dan mendalam serta menunjukkan ciri-ciri naturalistik yang penuh keotentikan.

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Dalam mengembangkan kajian pustaka, penulis skripsi hanya diharapkan untuk menjelaskan keterkaitan antara penelitian yang dilakukan dengan penelitian-penelitian lain dengan topik yang sama. Pustaka yang dijadikan sumber acuan dalam kajian pustaka sebaiknya merupakan sumber primer dan dapat juga menjadi sumber sekunder.

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Contoh:

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2. Analisis Sintaksis Teks-teks Dialog dalam Buku Teks Pelajaran Bahasa Indonesia untuk SMP.
3. Perbaikan Sistem Kompensasi Berbasis Kinerja (Studi Kasus Pada PT Aerofood Indonesia)
4. Perbaikan Sistem Kompensasi Berbasis Kinerja (Studi Kasus Pada PT Aerofood Indonesia)
5. Analisis Strategi Meningkatkan Kinerja Sumber Daya Manusia Melalui Budaya Organisasi (Studi Kasus Lembaga Pendidikan Yayasan Masjid Al Ikhlas Jakarta)
6. Analisis Dampak Remunerasi Pada Kinerja Pegawai Negeri Sipil Biro Umum Sekretariat Jenderal Kementerian Pertahanan Republik Indonesia.

b. Pengaruh (dampak satu variabel terhadap variabel lainnya)

Contoh:

1. Pengaruh Dialek Sunda terhadap Bahasa Indonesia Lisan Siswa Sekolah Dasar di Tasikmalaya.
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BAGIAN KEDUA

HASIL PENELITIAN KUANTITATIF

Hal-hal yang disajikan dalam penelitian kuantitatif pada umumnya bersifat kompleks, mulai dari isi kajian terhadap teori yang bersifat substantif dan mendasar sampai kepada hal-hal yang bersifat operasional teknis. Karena kompleksnya materi yang disajikan, laporan kuantitatif perlu diatur sedemikian rupa sehingga pembaca laporan dapat dengan mudah menemukan setiap bagian yang dicarinya dan dapat memahami secara cepat.

Laporan hasil penelitian yang ditulis dalam bentuk skripsi terutama ditujukan untuk kepentingan masyarakat akademik. Laporan untuk masyarakat akademik cenderung bersifat teknis substantif, berisi apa yang diteliti secara lengkap, mengapa hal itu diteliti, cara melakukan penelitian, hasil-hasil yang diperoleh, dan kesimpulan penelitian. Isinya disajikan secara lugas dan objektif. Format laporan cenderung baku, mengikuti ketentuan dari perguruan tinggi.

A. SISTEMATIKA

Isi dan sistematika skripsi sebagai laporan hasil penelitian kuantitatif dibagi menjadi tiga bagian utama, yaitu bagian awal, bagian inti, dan bagian akhir, dapat dirinci sebagai berikut.

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Abstrak

Kata Pengantar

Daftar Isi

Daftar Tabel

Daftar Gambar

Daftar Lampiran

Daftar Lainnya

Bagian Inti*(Bagian Inti meliputi)*

Bab I PENDAHULUAN

A. Latar Belakang Masalah

B. Identifikasi Masalah

C. Rumusan Masalah

D. Tujuan Penelitian

E. Hipotesis Penelitian*(jika ada)*

F. Kegunaan Penelitian

G. Definisi Operasional

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- C. Instrumen Penelitian
- D. Pengumpulan Data
- E. Analisis Data

Bab IV HASIL ANALISIS DAN PEMBAHASAN

- A.
- B.
- C.

Bab VI PENUTUP

- A. Kesimpulan
- B. Saran

Bagian Akhir (*Pada bagian akhir ini memuat*)

- Daftar Rujukan
- Lampiran-lampiran
- Riwayat Hidup

B. ISI BAGIAN AWAL, BAGIAN INTI, DAN BAGIAN AKHIR

1. Isi Bagian Awal

Untuk memperoleh gambaran yang lebih jelas tentang unsur

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huruf yang digunakan adalah 12-16 poin. Contoh isi dan format halaman sampul dapat dilihat pada lampiran.

3. Lembar Logo

Lembar logo hanya berisi lambang UNPAM dengan ukuran diameter 8 cm. Contoh logo Universitas Pamulang dapat dilihat pada lampiran.

4. Halaman Judul

Halaman judul terdiri dari dua halaman. Halaman pertama. Isi dan formatnya sama dengan halaman sampul. Halaman judul lembar yang kedua memuat (1) judul skripsi secara lengkap yang diketik dengan huruf kapital, (2) teks Skripsi diajukan kepada Universitas Pamulang untuk

memenuhi salah satu persyaratan dalam menyelesaikan program Sarjana....., (contoh halaman judul dapat dilihat pada lampiran).

5. Lembar Persetujuan

Ada dua macam lembar persetujuan, yang pertama memuat persetujuan dari para pembimbing. Hal-hal yang dicantumkan dalam lembar persetujuan pembimbing adalah: (1) teks Skripsi oleh...ini telah disetujui untuk diuji, (2) nama lengkap dan NIDN Pembimbing I dan

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6. Pernyataan Keaslian Tulisan

Pernyataan keaslian tulisan berisi ungkapan penulis bahwa isi skripsi yang ditulisnya bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang diaku sebagai hasil tulisan atau pemikirannya sendiri. Pengambilan karya orang lain untuk diaku sebagai karya sendiri merupakan tindak kecurangan yang lazim disebut plagiasi. Penulis karya ilmiah harus menghindarkan diri dari tindak kecurangan ini. Contoh pernyataan keaslian tulisan dapat dilihat pada lampiran.

7. Abstrak

Kata ABSTRAK ditulis di tengah halaman dengan huruf kapital, simetris dibatas atas bidang pengetikan dan tanpa tanda titik. Nama penulis diketik dengan jarak dua spasi dari kata ABSTRAK, di tepi kiri dengan urutan: nama akhir diikuti koma, nama awal, nama tengah (jika ada) diakhiri titik. Kata skripsi ditulis setelah judul dan diakhiri dengan koma, diikuti dengan nama program studi (tidak boleh disingkat), nama fakultas, nama universitas dan diakhiri dengan titik. Kemudian dicantumkan nama dosen pembimbing I dan II lengkap dengan gelar akademiknya.

Dalam abstrak dicantumkan kata kunci yang ditempatkan di bawah nama dosen pembimbing. Jumlah kata kunci berkisar antara tiga sampai lima kata atau gabungan kata. Kata kunci diperlukan untuk

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Tulisan KATA PENGANTAR diketik dengan huruf kapital, simetris di batas atas bidang pengetikan dan tanpa tanda titik. Teks kata pengantar diketik dengan 1,5 spasi (satu setengah spasi). Panjang teks tidak lebih dari dua halaman kertas ukuran kuarto. Pada bagian akhir teks (di pojok kanan-bawah) dicantumkan kata penulis tanpa menyebut nama terang.

9. Daftar Isi

Di dalam halaman daftar isi dimuat judul bab, judul subbab, dan judul anak subbab yang disertai dengan nomor halaman tempat pemuatannya di dalam teks. Semua judul bab diketik dengan huruf kapital. Daftar isi hendaknya menggambarkan garis besar organisasi keseluruhan isi. Contoh format halaman daftar isi dapat dilihat pada lampiran.

10. Daftar Tabel

Halaman daftar tabel memuat nomor tabel, judul tabel, serta nomor halaman tempat pemuatan setiap tabel. Judul tabel dalam daftar tabel harus sama dengan judul tabel yang terdapat dalam teks. Judul tabel yang memerlukan lebih dari satu baris diketik dengan spasi tunggal. Antara judul yang satu dengan yang lainnya diberi jarak dua spasi. Contoh format daftar dapat dilihat di lampiran.

11. Daftar Gambar

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13. Daftar Istilah

Jika dalam suatu skripsi, banyak digunakan tanda-tanda lain yang mempunyai makna esensial (misalnya singkatan atau lambang-lambang yang digunakan dalam matematika, ilmu eksata, teknik, dan bahasa), maka perlu ada daftar khusus mengenai lambang-lambang atau tanda-tanda tersebut.

14. Isi Bagian Inti

Bagian-bagian yang diperlukan sebagai bukti pendukung kinerja penulisan skripsi, tidak perlu disertakan sebagai bagian dari skripsi, akan tetapi cukup dibawa ke forum ujian skripsi.

Bagian inti dari skripsi terdiri atas enam bab, yaitu Pendahuluan, Kajian Pustaka, Metode Penelitian, Hasil Analisis, Pembahasan, dan Penutup. Rincian isi dari masing-masing bab diuraikan pada bahasan berikut.

a. Bab I Pendahuluan

Pendahuluan adalah bab pertama dari skripsi, yang mengantarkan pembaca untuk dapat menjawab pertanyaan apa yang diteliti, untuk apa dan mengapa penelitian itu dilakukan. Oleh karena itu, bab pendahuluan ini pada dasarnya memuat (1) latar belakang

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2. Rumusan Masalah

Perumusan masalah merupakan upaya untuk menyatakan secara tersurat pertanyaan-pertanyaan yang hendak dicari jawaban. Perumusan masalah merupakan pernyataan yang lengkap dan rinci mengenai ruang lingkup masalah yang akan diteliti berdasarkan iden-tifikasi dan pembatasan masalah.

Rumusan masalah hendaknya disusun secara singkat, padat, jelas, dan dituangkan dalam bentuk kalimat tanya. Rumusan masalah yang baik akan menampakkan variabel-variabel yang diteliti, jenis atau sifat hubungan antara variabel-variabel tersebut, dan subjek penelitian. Selain itu, rumusan masalah hendaknya dapat diuji secara empiris, dalam arti memungkinkan dikumpulkannya data untuk menjawab pertanyaan yang diajukan oleh peneliti.

Contoh: apakah terdapat hubungan antara tingkatan kecerdasan siswa SMP dengan prestasi belajar mereka dalam mata pelajaran Ekonomi?

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4. Hipotesis Penelitian

Tidak semua penelitian kuantitatif memerlukan hipotesis penelitian. Penelitian kuantitatif yang bersifat eksploratoris dan deskriptif tidak membutuhkan hipotesis. Oleh karena itu subbab hipotesis penelitian tidak harus ada dalam skripsi hasil penelitian kuantitatif.

Hipotesis diturunkan atau bersumber dari teori dan/atau tinjauan pustaka yang berhubungan dengan masalah yang diteliti. Dengan demikian, untuk skripsi dapat ditempatkan setelah rumusan masalah atau setelah paparan hasil kajian pustaka.

Secara prosedural, hipotesis penelitian diajukan setelah peneliti melakukan kajian pustaka, karena hipotesis penelitian adalah rangkuman dari kesimpulan-kesimpulan teoretis yang diperoleh dari kajian pustaka. Hipotesis merupakan jawaban sementara terhadap masalah penelitian yang secara teoretis dianggap paling mungkin dan paling tinggi tingkat kebenarannya. Namun, secara teknis, hipotesis penelitian dicantumkan dalam Bab

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2. Middle Teori

Bahan pustaka yang dikaji dan dipaparkan dalam Bab ini didasarkan pada tiga kriteria, yaitu (1) prinsip kemutakhiran (minimal 80 % pustaka yang dirujuk terbit sepuluh tahun terakhir), (2) prinsip keprimeran (minimal 80 % pustaka yang dirujuk berasal dari hasil penelitian yang dimuat dalam jurnal, skripsi, tesis, disertasi dan laporan penelitian), dan (3) prinsip relevansi (hanya pustaka yang relevan dengan masalah saja yang dirujuk).

3. Penelitian Terdahulu

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1. Rancangan Penelitian

Penjelasan mengenai rancangan atau desain penelitian yang digunakan perlu diberikan untuk setiap jenis penelitian, terutama penelitian eksperimental. Rancangan penelitian diartikan sebagai strategi mengatur latar penelitian agar peneliti memperoleh data yang valid sesuai dengan karakteristik variabel dan tujuan penelitian. Dalam penelitian eksperimental, rancangan penelitian yang dipilih adalah yang paling memungkinkan peneliti untuk mengendalikan variabel-variabel lain yang diduga ikut berpengaruh terhadap variabel terikat. Pemilihan rancangan penelitian dalam penelitian eksperimental selalu mengacu kepada hipotesis yang akan diuji.

Pada penelitian noneksperimental, bahasan dalam rancangan subbab Rancangan Penelitian berisi penjelasan tentang jenis penelitian yang dilakukan ditinjau dari tujuan dan sifatnya; apakah penelitian eksploratoris, deskriptif, eksplanatoris, survai, atau penelitian historis, korelasional, dan komparasi kausal. Di samping itu, dalam bagian ini dijelaskan pula variabel-variabel yang dilibatkan dalam penelitian serta sifat hubungan antara

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Penjelasan yang akurat tentang karakteristik populasi penelitian perlu diberikan agar besarnya sampel dan cara pengambilannya dapat ditentukan secara tepat. Tujuannya adalah agar sampel yang dipilih benar-benar representatif, dalam arti dapat mencerminkan keadaan populasi secara cermat. Kerepresentatifan sampel merupakan kriteria terpenting dalam pemilihan sampel dalam kaitannya dengan maksud menggeneralisasikan hasil-hasil penelitian sampel terhadap populasinya. Jika keadaan sampel semakin berbeda dengan karakteristik populasinya, maka semakin besarlah kemungkinan kekeliruan dalam generalisasiannya.

Jadi hal-hal yang dibahas dalam bagian populasi dan sampel adalah: (a) identifikasi dan batasan-batasan tentang populasi atau subjek penelitian, (b) prosedur dan teknik pengambilan sampel, serta (c) besarnya sampel.

3. Instrumen Penelitian

Pada bagian ini dikemukakan instrumen yang digunakan untuk mengukur variabel yang diteliti. Sesudah itu baru dinanrkan prosedur pengembangan instrumen pengumpulan data

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instrumen sendiri, peneliti harus memaparkan proses dan hasil validasi instrumen.

Hal lain yang perlu diungkapkan dalam instrumen penelitian adalah cara pemberian skor atau kode terhadap masing-masing butir/pertanyaan. Untuk alat dan bahan. Harus disebutkan secara cermat spesifikasi teknis dari alat yang digunakan dan karakteristik bahan yang dipakai.

Dalam ilmu eksata, istilah instrumen penelitian kadangkala dipandang kurang tepat karena belum mencakup keseluruhan hal yang digunakan dalam penelitian. Oleh karena itu, subbab Instrumen Penelitian dapat diganti dengan Alat dan Bahan.

4. Pengumpulan Data

Pada bagian ini menguraikan (a) langkah-langkah yang ditempuh dan teknik yang digunakan untuk mengumpulkan data, (b) kualifikasi dan jumlah petugas yang terlibat dalam proses pengumpulan data, serta (c) jadwal waktu pelaksanaan pengumpulan data.

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statistik inferensial. Dalam statistik inferensial terdapat statistik parametrik dan statistik nonparametrik.

Pemilihan jenis analisis data sangat ditentukan oleh jenis data yang dikumpulkan dengan tetap berorientasi kepada tujuan yang hendak dicapai atau hipotesis yang hendak diuji. Oleh karena itu, yang pokok untuk diperhatikan dalam analisis data adalah ketepatan teknik analisisnya bukan kecanggihannya.

Beberapa teknik analisis statistik parametrik memang lebih canggih, dan karenanya mampu memberikan informasi yang lebih akurat, jika dibandingkan dengan teknik analisis sejenis dalam statistik non parametrik. Penerapan statistik parametrik secara tepat harus me-menuhi beberapa persyaratan (asumsi), sedangkan penerapan statistik nonparametrik tidak menuntut persyaratan tertentu.

Di samping penjelasan tentang jenis atau teknik analisis data yang digunakan perlu juga dijelaskan alasan pemilihannya. Apabila teknik analisa data yang dipilih sudah cukup dikenal, pembahasannya tidak perlu dilakukan secara panjang lebar. Sebaliknya jika teknik analisis data yang digunakan tidak serino

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masing variabel. Bagian kedua memuat uraian tentang hasil pengujian hipo-tesis.

1. Deskripsi Data

Kata “deskripsi data” bukan merupakan judul subbab karena pada bagian ini diuraikan masing-masing variabel yang telah diteliti. Dalam deskripsi data untuk masing-masing variabel dilaporkan hasil penelitian yang telah diolah dengan teknik statistik deskriptif, seperti distribusi frekuensi yang disertai dengan grafik yang berupa histogram, nilai rerata, simpangan baku, atau yang lain. Masing-masing variabel dilaporkan dalam subbab tersendiri dengan merujuk pada rumusan masalah atau tujuan penelitian.

Materi yang disajikan dalam Bab IV dari skripsi adalah temuan yang paling penting dari variabel yang diteliti dan hendaknya dituangkan secara singkat tetapi bermakna. Rumus-rumus dan perhitungan yang digunakan untuk menghasilkan temuan-temuan tersebut diletakkan dalam lampiran (jika diperlukan).

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Pengintegrasian temuan penelitian ke dalam kumpulan pengetahuan yang sudah ada dilakukan dengan jalan menjelaskan temuan-temuan penelitian dalam konteks khasanah ilmu yang lebih luas. Hal ini dilakukan dengan membandingkan temuan-temuan penelitian yang diperoleh dengan teori dan temuan empiris lain yang relevan.

Membandingkan hasil penelitian yang diperoleh dengan temuan penelitian lain yang relevan akan mampu memberikan taraf kredibilitas yang lebih tinggi terhadap hasil penelitian. Tentu saja suatu temuan akan menjadi lebih dipercaya apabila didukung oleh hasil penelitian orang lain. Namun sebaiknya tidak hanya hasil penelitian yang mendukung penelitian saja yang dibahas dalam bagian ini. Pembahasan justru akan menjadi semakin menarik jika didalamnya juga dicantumkan juga temuan orang lain yang berbeda, dan pada saat yang sama peneliti mampu memberikan penjelasan teoretis ataupun metodologis bahwa temuannya memang lebih akurat.

Pembahasan hasil penelitian menjadi lebih penting manakala hipotesis penelitian yang diajukan ditolak. Banyak faktor

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Bab V Penutup

1. Kesimpulan

Kesimpulan penelitian merangkum semua hasil analisis yang telah diuraikan secara lengkap dalam Bab IV. Tata urutannya

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Saran yang baik dapat dilihat dari rumusan yang bersifat rinci operasional. Artinya, jika orang lain hendak melaksanakan saran itu, dia tidak mengalami kesulitan dalam menafsirkan atau melaksanakannya. Di samping itu, saran yang diajukan hendaknya telah spesifik. Saran dapat ditunjukan kepada perguruan tinggi, lembaga pemerintah ataupun swasta, atau pihak lain yang dianggap layak.

15. Isi Bagian Akhir

Isi bagian akhir dalam skripsi yaitu berupa daftar rujukan, lampiran lampiran, dan daftar riwayat hidup.

16. Daftar Rujukan

Daftar Pustaka yang dimasukkan dalam daftar rujukan harus sudah disebutkan di dalam teks. Artinya, bahan pustaka hanya digunakan sebagai bahan bacaan tetapi tidak dirujuk dalam teks tidak dimasukkan dalam daftar rujukan. Sebaliknya semua bahan pustaka yang ditulis dalam skripsi harus dicantumkan dalam daftar rujukan. Tata cara penulisan daftar rujukan dapat dilihat pada bagian lain dalam pedoman ini.

Istilah daftar pustaka digunakan untuk menyebut daftar yang berisi

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Untuk mempermudah pemanfaatannya, setiap lampiran harus diberi nomor urut lampiran dengan menggunakan angka arab. Pencantuman nomor lampiran dalam tubuh tulisan skripsi harus sesuai dengan urutan penyajian dalam teks, suatu nomor lampiran merupakan kelanjutan dari nomor urut lampiran dalam tubuh tulisan sebelumnya.

18. Riwayat Hidup

Riwayat hidup penulis skripsi hendaknya disajikan secara naratif. Hal-hal yang perlu dimuat dalam riwayat hidup adalah nama lengkap penulis, tempat dan tanggal lahir, riwayat pendidikan, pengalaman berorganisasi, informasi tentang prestasi yang pernah diraih selama belajar di perguruan tinggi ataupun pada waktu duduk dibangku sekolah dasar dan sekolah menengah. Yang sudah berkeluarga dapat mencantumkan nama suami/istri dan putra-putrinya. Riwayat hidup diketik dalam spasi tunggal (satu spasi). Contoh isi dan format riwayat hidup dapat dilihat di Lampiran.

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BAGIAN KETIGA

HASIL PENELITIAN KUALITATIF

Penelitian kualitatif berusaha mengungkapkan gejala/ fenomena secara menyeluruh dan sesuai dengan konteks (holistik-kontekstual) melalui pengumpulan data dari latar empiris dengan memanfaatkan diri peneliti sebagai instrumen kunci. Penelitian semacam ini bersifat deskripsi dan cenderung menggunakan menggunakan analisis dengan pendekatan induktif. Proses dan makna dari sudut pandang subjek lebih ditonjolkan dalam penelitian. Ciri-ciri penelitian kualitatif disusun dalam bentuk narasi yang bersifat kreatif dan mendalam serta menunjukkan ciri-ciri ilmiahnya.

Laporan penelitian kualitatif harus memiliki fokus yang jelas. Fokus dapat berupa masalah, objek evaluasi, atau pilihan kebijakan. Laporan penelitian kualitatif harus memiliki struktur dan bentuk yang koheren yang dapat memenuhi maksud yang tercermin dalam fokus penelitian.

Gaya penulisan laporan penelitian kualitatif tidak menggunakan model tunggal. Gaya penulisan dapat bersifat formal, informal, atau hubungan keduanya. Laporan yang ditulis dengan gaya formal memuat hal-hal pokok pada bagian awal, kemudian menunjukkan aspek-as-pek yang dianggap penting yang dipaparkan

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Lembar Persetujuan:

- a) Lembar persetujuan pembimbing
- b) Lembar persetujuan dan pengesahan

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Daftar Lainnya

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- A. Konteks Penelitian atau Latar Belakang (pilih salah satu saja)
- B Fokus Penelitian

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- C. Lokasi Penelitian
- D. Sumber Data
- E. Prosedur Pengumpulan Data
- F. Analisis Data
- G. Pengecekan Keabsahan Temuan
- H. Tahap-tahap Penelitian

Bab IV PAPARAN DATA, TEMUAN PENELITIAN & PEMBAHASAN

Bab V PENUTUP

B. ISI BAGIAN AWAL, BAGIAN INTI, DAN BAGIAN AKHIR

1. Isi Bagian Awal

Unsur-unsur yang harus ada pada bagian awal skripsi penelitian kualitatif sama dengan isi bagian awal skripsi hasil penelitian kuantitatif. Susunan unsur-unsur tersebut dan isi uraiannya juga sama.

2. Isi Bagian Inti

Isi dari bagian inti adalah sebagai berikut:

a. Bab I Pendahuluan

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2. Fokus Penelitian

Fokus penelitian memuat rincian pernyataan tentang cakupan atau topik-topik pokok yang hendak diungkap/digali dalam penelitian ini, apabila digunakan istilah rumusan masalah, fokus penelitian berupa pertanyaan-pertanyaan yang hendak dijawab dalam penelitian dan alasan diajukan pertanyaan. Pertanyaan-pertanyaan ini diajukan untuk mengetahui gambaran apa yang akan diungkapkan di lapangan. Pertanyaan-pertanyaan diajukan harus didukung oleh alasan-alasan mengapa hal tersebut ditampilkan.

Alasan-alasan ini harus dikemukakan secara jelas, sesuai dengan sifat penelitian kualitatif yang holistik, induktif, dan naturalistik yang berarti dekat sekali dengan gejala yang diteliti.

Pertanyaan-pertanyaan tersebut diajukan setelah diadakan studi pendahuluan di lapangan.

3. Kegunaan/Manfaat Penelitian

Pada bagian ini ditunjukkan kegunaan atau pentingnya penelitian terutama bagi pengembangan ilmu atau pelaksanaan pembangunan dalam arti luas. Dengan kata lain, uraian dalam subbab

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1. Grand Teori

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yang berisi hasil kajian pustaka ini maksimal 10 % dari seluruh isi Bagian inti skripsi.

3. Penelitian Terdahulu

Semua hasil penelitian dari orang lain yang relevan dan sesuai dengan variable yang sedang diteliti oleh mahasiswa bersangkutan dapat dimasukan dalam kelompok penelitian terdahulu.

c. Bab III Metode Penelitian

Bab ini memuat uraian tentang metode dan langkah-langkah penelitian secara operasional yang menyangkut pendekatan penelitian, kehadiran peneliti, lokasi penelitian, sumber data, prosedur pengumpulan data, analisis data, pengecekan keabsahan data, dan tahap-tahap penelitian.

1. Pendekatan dan Jenis Penelitian

Pada bagian ini peneliti perlu menjelaskan bahwa pendekatan yang digunakan adalah pendekatan kualitatif, dan menyertakan alasan-alasan singkat mengapa digunakan pendekatan ini. Selain itu juga dikemukakan orientasi teoretis, yaitu landasan berpikir untuk memahami makna suatu gejala, misalnya fenomenologis, interaksi

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3. Lokasi Penelitian

4. Sumber Data

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Pengambilan sampel dikenakan pada situasi, subjek, informan, dan waktu.

5. Prosedur Pengumpulan Data

Dalam bagian ini diuraikan teknik pengumpulan data yang digunakan, misalnya observasi partisipan, wawancara mendalam, dan dokumentasi. Terdapat dua dimensi rekaman data: fidelitas dan struktur. Fidelitas mengandung makna sejauh mana bukti nyata dari lapangan disajikan (rekaman audio dan video memiliki fidelitas yang tinggi, sedangkan catatan lapangan memiliki fidelitas kurang). Dimensi struktur menjelaskan sejauh mana observasi dilakukan secara sistematis dan terstruktur. Hal-hal yang menyangkut jenis rekaman, format ringkasan rekaman data, dan prosedur perekaman diuraikan pada bagian ini. Selain itu, dikemukakan cara-cara untuk memastikan keabsahan data dengan triangulasi dan waktu yang diperlukan dalam pengumpulan data.

6. Analisis Data

Pada bagian analisis data diuraikan proses pelacakan dan pengaturan secara sistematis transkrip-transkrip wawancara, catatan

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7. Pengecekan Keabsahan Temuan

Bagian ini memuat uraian tentang usaha-usaha peneliti untuk memperoleh keabsahan temuannya. Agar diperoleh temuan interpretasi yang absah, perlu diteliti kredibilitasnya dengan menggunakan teknik-teknik perpanjangan kehadiran peneliti di lapangan, observasi yang mendalam, triangulasi (menggunakan beberapa sumber, metode, peneliti, teori), pembahasan sejawat, analisis kasus negatif, pelacakan kese-suaian hasil, dan pengecekan anggota. Selanjutnya perlu dilakukan pengecekan dapat tidaknya temuan ditransfer ke latar lain (*transferability*), ketergantungan pada konteksnya (*dependability*), dan dapat-tidaknya diinformasikan kepada sumbernya (*con-firmability*).

8. Tahap-tahap Penelitian

Bagian ini menguraikan proses pelaksanaan penelitian, mulai dari penelitian pendahuluan, pengembangan desain, penelitian sebenarnya, sampai pada penulisan laporan.

d. Bab IV Paparan Data, Temuan Penelitian & Pembahasan

Bab IV memuat tentang uraian data dan temuan yang diperoleh

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teori dan temuan-temuan sebelumnya, serta penafsiran dan penjelasan dari temuan/teori yang diungkap di lapangan (*grounded theory*).

e. Bab V Penutup & Kesimpulan

Penutup memuat temuan pokok atau kesimpulan, implikasi dan tindak lanjut penelitian, serta saran-saran atau rekomendasi yang diajukan. Dalam penelitian kualitatif, temuan pokok atau kesimpulan harus menunjukkan “makna” temuan-temuan tersebut.

C. Isi Bagian Akhir

1. Daftar Rujukan

Bahan pustaka yang dimasukkan dalam rujukan pustaka harus sudah disebutkan dalam teks. Artinya, bahan pustaka yang hanya digunakan sebagai bahan bacaan tetapi tidak dirujuk dalam teks tidak dimasukkan dalam daftar rujukan. Sebaliknya, semua bahan pustaka yang disebutkan dalam skripsi harus dicantumkan dalam daftar rujukan.

2. Lampiran-lampiran

Lampiran sebaiknya hanya berisi dokumen penting yang secara

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di perguruan tinggi ataupun pada waktu duduk dibangku sekolah dasar dan sekolah menengah. Yang sudah berkeluarga dapat mencantumkan nama suami/istri dan putra-putrinya.

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BAGIAN KEEMPAT

HASIL KAJIAN PUSTAKA

Skripsi hasil kajian pustaka merupakan penampilan argumentasi penalaran keilmuan yang memaparkan hasil kajian pustaka dan hasil olah pikir peneliti mengenai suatu masalah/ topik kajian. Skripsi jenis ini berisi satu topik yang didalamnya memuat gagasan dan/ atau proposisi yang berkaitan dan harus didukung oleh data yang diperoleh dari sumber pustaka . Skripsi dari hasil kajian pustaka tidak hanya merupakan kumpulan teori dari beberapa sumber, tetapi juga menghasilkan gagasan baru hasil analisis dan sintesis yang memmberikan kontribusi terhadap perkembangan ilmu.

Sumber pustaka untuk bahan kajian dapat berupa jurnal penelitian, desertasi, tesis, skripsi, laporan penelitian, buku teks, makalah, laporan seminar, diskusi ilmiah, atau terbitan-terbitan resmi pemerintah dan lembaga-lembaga lain. Bahan-bahan pustaka harus dibahas secara kritis dan mendalam dalam rangka mendukung gagasan dan/ atau proposisi untuk menghasilkan kesimpulan dan saran.

A. SISTEMATIKA

Sistematika skripsi hasil kajian pustaka terbagi atas tiga bagian utama,

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A. Latar Belakang Masalah

B. Rumusan Masalah

C. Tujuan Kajian

D. Kegunaan Kajian

E. Metode Kaiian

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B. ISI BAGIAN AWAL, BAGIAN INTI, DAN BAGIAN AKHIR

1. Isi Bagian Awal

Unsur-unsur yang harus ada dalam bagian awal skripsi hasil kajian pustaka sama dengan isi bagian awal skripsi hasil penelitian kuantitatif. Susunan unsur tersebut dan isi uraiannya sama.

2. Isi Bagian Inti

Jumlah Bab dalam bagian inti dari skripsi hasil kajian pustaka bisa bervariasi, tergantung pada banyaknya gagasan dalam satu topik yang akan dibahas. Umumnya untuk keperluan penulisan skripsi jumlah bab yang ada tidak sebanyak lima bab. Judul bab beserta isinya akan dibahas pada pembahasan berikut.

3. Bab I Pendahuluan

Terdapat enam hal yang dikemukakan secara singkat dan jelas pada Bab Pendahuluan ini, yaitu (1) latar belakang masalah, (2) permasalahan, (3) tujuan kajian, (4) kegunaan kajian, (5) metode kajian, dan (6) definisi istilah

a. Latar Belakang Masalah

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b. Rumusan Masalah

Bagian ini merupakan pengembangan dari uraian latar belakang masalah yang menunjukkan bahwa masalah yang akan diteliti/ ditelaah memang belum terjawab atau belum dipecahkan secara memuaskan. Uraian tersebut didukung berbagai publikasi yang berhubungan dengan masalah yang diteliti, yang mencakup aspek yang diteliti, konsep-konsep yang berkaitan dengan hal yang akan ditulis, dan teori yang melandasi kajian. Pembahasan ini hanya berisi uraian yang memang relevan dengan masalah yang akan dikaji serta disajikan secara sistematis dan terpadu.

Selanjutnya dituliskan pertanyaan-pertanyaan yang hendak dijawab melalui telaah pustaka (dalam bentuk kalimat tanya), yang memuat variabel/ hubungan antar variable yang akan diteliti, kata tanya yang digunakan berupa apa, mengapa, sejauh mana, kapan, siapa, dan sebagainya, tergantung ruang lingkup yang akan dibahas.

c. Tujuan Kajian

Bagian ini memberikan gambaran khusus atau spesifik mengenai arah dari kegiatan kajian kepustakaan yang dilakukan, berupa keinginan realistis peneliti tentang hasil yang akan diperoleh. Tujuan kajian harus

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pemecahan masalah yang mendesak, pengambilan keputusan atau kebijakan dan sebagainya.

e. **Metode Kajian**

Metode kajian menjelaskan semua langkah yang dikerjakan peneliti sejak awal hingga akhir. Pada bagian ini dapat dimuat hal-hal yang berkaitan dengan anggapan-anggapan dasar atau fakta-fakta yang dipandang benar tanpa adanya verifikasi dan keterbatasan, yaitu aspek-aspek tertentu yang dijadikan kerangka berpikir. Selanjutnya dilakukan analisis masalah dan variabel yang terdapat dalam judul penelitian. Analisis masalah menghasilkan variabel dan hubungan antar variabel. Kemudian dilakukan analisis variabel dengan mengajukan pertanyaan mengenai masing-masing variabel dan pertanyaan yang berkaitan dengan hubungan antar variabel. Analisis ini diperlukan untuk menyusun alur berpikir dalam memecahkan masalah.

Perlu ditekankan bahwa tulisan tentang metode kajian hendaknya didasarkan atas kajian teori dan khasanah ilmu, yaitu paradigma, teori, konsep, prinsip, hukum, postulat, dan asumsi keilmuan yang relevan dengan masalah yang dibahas.

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yang relevan yang diperlukan sebagai bahan pertimbangan untuk memilih alternatif pemecahan masalah atau jawaban yang tepat. Lebih lanjut masing-masing konsep dijabarkan lagi menjadi subkonsep berdasarkan keperluan, misalkan berdasarkan makna atau segi lainnya.

Pada hakikatnya peninjauan konsep menjadi subkonsep-subkonsep dilakukan untuk menyusun alur berpikir dalam pengkajian masalah. Hal ini dilakukan terhadap semua konsep yang ada. Berdasarkan uraian ini disusun bab-bab yang diperlukan dan masing-masing bab diberi judul yang sesuai.

Bahan-bahan untuk pembahasan konsep dan sub konsep dicari dan dikumpulkan dari berbagai sumber, yaitu buku, tulisan dalam jurnal, majalah ilmiah, makalah, atau sumber-sumber yang lain.

Secara ringkas dapat dikatakan bahwa Bab II dan bab-bab selanjutnya berisi uraian masalah secara rinci, alternatif model pemecahan masalah, dan pemecahan masalahnya. Bagian ini merupakan hasil pemikiran atau ide yang baru dari peneliti mengenai bidang ilmu yang relevan dengan permasalahan. Analisis dalam pemecahan masalah yang dilatarbelakangi penguasaan materi keilmuan akan tajam dan komprehensif. Juga perlu tercermin disini gagasan dan wawasan peneliti yang tajam dalam mengkaji masalah.

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diselesaikan, ataupun kepada pihak lain yang memanfaatkan hasil kajian ini. Saran dapat mengenai aspek yang mungkin diteliti lebih lanjut atau hal-hal yang perlu diperbaiki atau ditingkatkan, dan saran bukan merupakan suatu keharusan.

1. Isi Bagian Akhir

Hal-hal yang perlu dimasukkan dalam bagian ini adalah yang mendukung atau terkait erat dengan uraian yang terdapat pada bagian inti. Isi yang perlu ada pada bagian akhir adalah (a) daftar rujukan, (b) lampiran-lampiran, dan (c) riwayat hidup.

2. Daftar Rujukan

Bahan pustaka yang dimasukan dalam daftar rujukan harus sudah disebutkan dalam teks. Artinya, bahan pustaka yang hanya digunakan sebagai bahan bacaan tetapi tidak dirujuk dalam teks tidak dimasukkan dalam daftar rujukan. Sebaliknya, semua bahan pustaka yang disebutkan dalam skripsi harus dicantumkan dalam daftar rujukan. Istilah daftar pustaka digunakan untuk menyebut daftar yang berisi bahan-bahan daftar pustaka yang digunakan oleh penulis, baik yang dirujuk ataupun yang tidak dirujuk dalam teks. Untuk menyusun daftar bahan pustaka yang ditulis

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4. Riwayat Hidup

Riwayat hidup diketik dengan spasi tunggal (satu spasi). Contoh isi dan format riwayat hidup dapat dilihat pada Lampiran.

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BAGIAN KE LIMA

HASIL PENELITIAN TINDAKAN KELAS (PTK)
(Khusus Mahasiswa FKIP)

Hasil penelitian tindakan kelas (PTK) berisi upaya peneliti dalam mengatasi masalah pembelajaran. Penelitian diawali dengan upaya mengungkapkan penyebab dari permasalahan pembelajaran yang dihadapi, seperti kurangaktifan siswa dalam kegiatan belajar, kesulitan siswa dalam mempelajari pokok-pokok bahasan tertentu, dan kesalahan-kesalahan konsep yang dialami oleh siswa dalam pembelajaran yang telah lalu. Pengungkapan masalah ini kemudian dilanjutkan dengan upaya pemecahan masalah berupa tindakan untuk mengatasi permasalahan, meningkatkan kinerja guru serta kualitas proses dan hasil belajar siswa.

Skripsi yang ditulis berdasarkan PTK menjelaskan bagaimana upaya mengatasi permasalahan yang terjadi di suatu kelas. Pemaparan hasil harus diperkuat dengan pembahasan yang berupa perbandingan dengan temuan-temuan PTK lainnya ataupun penelitian jenis lainnya sehingga kesimpulannya sudah merupakan generalisasi dari PTKnya sendiri yang dibandingkan dengan dan didukung oleh penelitian-penelitian lainnya.

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- Pernyataan Keaslian Tulisan
 - a) Lembar Persetujuan Pembimbing
 - b) Lembar Persetujuan dan Pengesahan
- Abstrak
- Kata Pengantar
- Daftar Isi
- Daftar Tabel
- Daftar Gambar
- Daftar Lampiran
- Daftar Lainnya

2. **Bagian Inti** (Bagian ini meliputi bab-bab sebagai berikut)

BAB I PENDAHULUAN

A. Latar Belakang Masalah

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- C. Penelitian Terdahulu
- D. Kerangka Berpikir

BAB III METODE PENELITIAN

- A. Pendekatan Penelitian
- B. Kehadiran dan Peran Peneliti di Lapangan
- C. Kancan Penelitian
- D. Subjek Penelitian
- E. Data dan Sumber Data
- F. Pengumpulan Data
- G. Analisis Data, Evaluasi, dan Refleksi
- H. Prosedur Penelitian

BAB IV PAPARAN DATA DAN TEMUAN PENELITIAN

- A. Paparan Data

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3. Bagian Akhir

- Daftar Rujukan
- Lampiran-Lampiran
- Riwayat Hidup

B. ISI BAGIAN AWAL, BAGIAN INTI, DAN BAGIAN AKHIR

1. Isi Bagian Awal

Unsur-unsur yang harus ada pada bagian awal skripsi dari hasil PTK sama dengan isi bagian awal skripsi dari hasil penelitian lain. Susunan unsur-unsur tersebut dan isi uraiannya juga sama.

2. Isi Bagian Inti

Bagian-bagian yang diperlukan sebagai bukti pendukung kinerja penulisan skripsi tidak perlu disertakan sebagai bagian dari skripsi, akan tetapi cukup dibawa ke forum ujian. Isi bagian inti adalah sebagai berikut:

a. Bab I Pendahuluan

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dan/atau peneliti berdasarkan pengamatan dan refleksi terhadap kualitas pembelajaran. Tahapan ini disebut juga dengan tahapan refleksi awal. Dalam refleksi awal, peneliti yang bermitra dengan guru, merasakan adanya masalah dalam pembelajaran yang perlu segera dicarikan solusinya.

Uraian mengenai masalah menunjukkan kesenjangan antara idealisme teori dan fakta empiris yang dirasakan dalam proses pembelajaran. Pendidik dan/atau peneliti merasa prihatin atas terjadinya kesenjangan, lalu timbul rasa peduli dan kehendak untuk mengurangi atau menghilangkan kesenjangan tersebut. Terhadap masalah itu kemudian dicari dan diidentifikasi hal-hal atau faktor yang menimbulkannya. Faktor-faktor penentu tersebut menjadi dasar untuk menentukan alternatif solusi. Pilihan solusi bagi masalah tersebut berupa tindakan konkret yang dapat dilakukan oleh pendidik dan peneliti secara kolaboratif.

Uraian mengenai kesenjangan hendaknya didasarkan pada observasi yang disebutkan dengan jelas waktu dan tempatnya. Sedapat mungkin diuraikan juga dengan data pendukung yang makin

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pustaka digunakan sebagai dasar penyusunan kerangka berpikir yang menunjukkan keterkaitan antara masalah, teori, hasil penelitian terdahulu yang relevan, dan pilihan tindakan.

2. Rumusan Masalah

Masalah-masalah yang dapat diidentifikasi dan ditetapkan dirumuskan secara jelas, spesifik dan operasional, dikaitkan tindakan yang tepat dan hasil yang ingin dicapai. Dalam merumuskan masalah, peneliti perlu memperhatikan beberapa ketentuan yang biasanya berlaku dari aspek substantif, aspek orisinalitas (tindakan), aspek formulasi, dan aspek teknis.

Dari sisi aspek substantif atau isi, perlu diperhatikan bobot dan nilai permasalahan serta kegunaan atau manfaat pemecahan masalah melalui tindakan yang dipilih. Perlu juga dipertimbangkan nilai aplikatifnya untuk memecahkan masalah serupa yang dihadapi oleh guru, kegunaan metodologi dan kegunaan teori dalam memperkaya atau mengoreksi teori pembelajaran yang selama ini dianut.

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permasalahan dan tindakan yang diharapkan dapat mengatasi masalah tersebut.

Dari aspek teknis, hal yang perlu diperhatikan adalah kelayakan masalah dan kemampuan peneliti untuk melakukan penelitian dan menjawab atau memecahkan masalah yang dipilih. Disarankan agar peneliti memilih permasalahan yang bermakna, memiliki nilai praktis bagi guru dan semua yang berkolaborasi dapat memperoleh pengalaman belajar untuk pengembangan keprofesionalannya.

3. Tujuan penelitian

Tujuan PTK mengungkap permasalahan pembelajaran, mengidentifikasi penyebabnya dan sekaligus memberikan pemecahan terhadap masalah yang terjadi. Hal ini perlu dinyatakan dengan jelas sebagaimana yang diuraikan dalam bagian rumusan masalah di atas. Bedanya, rumusan tujuan penelitian ditulis dalam bentuk pernyataan.

4. Hipotesis Tindakan

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6. Ruang Lingkup dan Keterbatasan Penelitian

Ruang lingkup penelitian memaparkan keluasaan cakupan penelitian. Keluasaan cakupan penelitian dapat dibatasi dengan pembatasan kancah penelitian, misalnya terbatas dalam satu kelas atau beberapa kelas di sekolah tertentu atau di beberapa sekolah secara independen (untuk kemudian dilakukan meta analisis hasil penelitiannya oleh peneliti utama) atau dengan membatasi banyaknya variabel yang akan dikaji.

Keterbatasan penelitian memaparkan hal-hal atau variabel yang sebenarnya dapat dicakup di dalam keluasan lingkup penelitian, tetapi karena kesulitan-kesulitan metodologis atau prosedural tertentu, bukan karena keterbatasan waktu dan logistik yang dimiliki peneliti tidak dapat dicakup di dalam penelitian. Dalam konteks PTK, misalnya, dampak variabilitas waktu tindakan dan kesungguhan belajar siswa saat penelitian dilakukan adalah hal-hal yang berada di luar jangkauan peneliti untuk mengontrolnya.

7. Definisi Operasional

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bagaimana mengukur keterlaksanaan tindakannya. Definisi operasional variabel terikat memuat uraian mengenai masing-masing hal yang hendak ditingkatkan dan cara mengukurnya.

b. Bab II Kajian Pustaka

1. Grand Teori

Kajian teori pada Grand teori ini adalah memuat 2 hal besar teori yang pertama dalah teori pendidikan dan yang kedua adalah teori ilmu ekonommi. Yang selanjutnya pustaka memuat dua hal pokok, yaitu deskripsi teoretis tentang objek (variabel) yang diteliti dan kesimpulan tentang kajian yang antara lain berupa argumentasi atas hipotesis yang telah diajukan untuk dapat memberikan deskripsi teoretis terhadap variabel yang diteliti diperlukan adanya kajian teori yang memadai. Selanjutnya, argumentasi atas hipotesis yang diajukan menuntut peneliti untuk mengintegrasikan teori yang dipilih sebagai landasan penelitian dengan hasil kajian mengenai temuan penelitian yang relevan. Pembahasan terhadap hasil penelitian tidak dilakukan secara terpisah dalam satu subbab tersendiri.

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yang berisi hasil kajian pustaka ini maksimal 10 % dari seluruh isi Bagian inti skripsi.

3. Penelitian Terdahulu

Semua hasil penelitian dari orang lain yang relevan dan sesuai dengan variable yang sedang diteliti oleh mahasiswa bersangkutan.

c. Bab III Metode Penelitian

Bagian ini memuat uraian tentang metode dan langkah-langkah penelitian secara operasional yang menyangkut pendekatan penelitian, kehadiran dan peran peneliti di lapangan, kancah penelitian, sumber data, prosedur pengumpulan data, analisis data evaluasi dan refleksi, dan tahap-tahap penelitian.

1. Pendekatan dan Jenis Penelitian

Di bagian ini dikemukakan pendekatan penelitian yang digunakan di dalam PTK cenderung mengarah kepada penelitian kualitatif. Hal ini perlu dikemukakan karena PTK memang menunjukkan karakteristik penelitian kualitatif yang cukup kuat,

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cukup lama untuk hal ini. Lagi pula peneliti dari luar kancah penelitian hanya dapat melakukan penelitian dengan berkolaborasi dengan guru atau “pemilik” kancah penelitian yang sebenarnya. Oleh karena itu, kehadiran peneliti di dalam kancah penelitian secara terus-menerus dalam waktu yang cukup lama sangat penting artinya agar dapat menghayati apa yang sebenarnya terjadi di lapangan.

3. **Kancah Penelitian**

Uraian mengenai kancah penelitian hendaknya lengkap dan jelas. Jika dilaksanakan di suatu kelas di sekolah tertentu, informasi tentang kancah penelitian hendaknya mencakup kelas, nama dan alamat sekolah tempat penelitian, serta karakteristiknya.

4. **Subjek Penelitian**

Dibagian ini diuraikan secara lengkap identitas dan karakteristik subjek penelitian. Subjek penelitian mewakili kelompok individu siswa yang hendak dikenai tindakan dalam konteks PTK yang akan diterapkan.

Jumlah komposisi dan ciri-ciri lain yang relevan dari subjek

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Sumber data juga perlu diidentifikasi dengan jelas. Sumber data utama biasanya adalah siswa sebagai kumpulan individu atau kelompok, karena merekalah yang secara logis dan tradisional akan menampilkan perubahan yang terjadi akibat penerapan tindakan.

Sumber data yang lain adalah guru dalam hal tertentu juga kepala sekolah dan staf sekolah yang lain. Perlu diingat dan diperhatikan bahwa pendidik bukan objek penelitian. Sebagai sumber data informasi dari pendidik yang paling diperlukan adalah persepsinya terhadap dampak tindakan yang dirasakan di dalam konteks pelaksanaan tugasnya sebagai pendidik. Di sisi lain, harus tetap diingat bahwa pendidik juga bisa berfungsi sebagai peneliti, peneliti utama atau peneliti mitra.

Selain sumber data aktif yang terdiri dari pendidik, siswa, dan personel lain, konteks dan situasi lingkungan perlu dilukiskan dengan cukup jelas agar dari data yang diperoleh dapat dikembangkan simpulan-simpulan yang bermakna.

6. Pengumpulan Data

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7. Analisis Data, Evaluasi dan Refleksi

Pada bagian ini diuraikan bagaimana analisis data, evaluasi dan refleksi dilakukan. Informasi yang biasa dipaparkan adalah waktu analisis data, siapa yang melakukan analisis, langkah-langkah atau prosedur analisis data, dan teknik yang digunakan untuk melakukan analisis tersebut. Perlu diingat bahwa analisis PTK cenderung mengikuti cara analisis data kualitatif, sangat mementingkan makna yang dapat dikembangkan dari data yang ada, yang terkait erat dengan konteks dan dinamika pembelajaran yang terjadi saat data dikumpulkan. Prosedur statistik tertentu dapat digunakan apabila memang benar-benar diperlukan.

Evaluasi terutama mengacu kepada keefektifan tindakan dan kesesuaian dampak tindakan dengan apa yang diharapkan peneliti. Jika tindakan yang dilaksanakan dinilai belum seefektif yang diharapkan dan dampak yang ditimbulkan belum memenuhi harapan, peneliti harus mencoba mencari jawaban mengapa itu bisa terjadi. Selanjutnya, peneliti merenungkan tindakan-tindakan perbaikan yang dapat dilakukan untuk meningkatkan keefektifan tindakan, dengan

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Siswa (LKS), (c) mempersiapkan instrumen penelitian, misalnya untuk pengumpulan data tentang proses, kegiatan, dan hasil pembelajaran, dan (d) melakukan simulasi pelaksanaan tindakan dan menguji keterlaksanaannya di lapangan.

Selanjutnya diuraikan pula bagaimana rencana pelaksanaan tindakan, rencana observasi, dan analisis data, evaluasi dan refleksi.

d. Bab IV Paparan Data Temuan Penelitian, Jabaran

Pada bagian ini diuraikan pengamatan pendahuluan yang dilaksanakan sebelum menyusun proposal penelitian dan paparan data penelitian siklus pertama serta hasil observasi, evaluasi dan refleksi. Paparan kemudian dilanjutkan dengan perencanaan tidak lanjut, pelaksanaan, observasi, evaluasi, dan refleksi siklus pada siklus kedua. Jika PTK dilakukan lebih dari dua siklus, pola pemaparan yang sama digunakan untuk siklus ketiga dan seterusnya, dengan penekanan pada perubahan yang dimaksudkan untuk memperbaiki kualitas penelitian pada siklus-siklus sebelumnya, serta dampak yang ditimbulkan dari perbaikan tersebut.

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observasi yang dilakukan secara bersamaan dengan pelaksanaan tindakan.

Di dalam paparan kegiatan observasi dan interpretasi diceritakan bagaimana pelaksanaan observasi yang merupakan upaya untuk merekam proses yang terjadi selama pembelajaran berlangsung. Di sini diuraikan hasil rekaman secara menyeluruh dan akurat, terutama tentang perilaku guru dan siswa dalam proses pembelajaran. Jenis data dan/atau informasi yang direkam selama observasi dapat berupa data kuantitatif dan data kualitatif, tergantung dari dampak tindakan atau hasil perlakuan yang diharapkan.

Analisis data kualitatif dilakukan melalui tiga tahap, yaitu: reduksi data, paparan data, dan penyimpulan hasil analisis. Untuk menganalisis data kuantitatif dapat dimanfaatkan teknik-teknik pengolahan data kuantitatif yang lazim digunakan seperti tabulasi, penggunaan grafik atau diagram dan prosedur statistik sederhana, misalnya rerata dan simpangan baku.

Reduksi adalah proses penyederhanaan data yang dilakukan melalui seleksi, pengelompokan, dan pengorganisasian data mentah

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4. Evaluasi

Temuan penelitian digunakan untuk melakukan evaluasi terhadap proses dan hasil tindakan yang dicapai. Tim peneliti dapat menggunakan kriteria keefektifan atau keberhasilan pencapaian pada setiap siklus. Indikator keterlaksanaan tindakan (proses) dapat disajikan dalam bentuk kriteria yang menunjukkan telah atau belum terlaksananya aspek-aspek tindakan yang harus dilakukan guru ataupun siswa. Kriteria ini dapat berwujud batasan kuantitatif dan/atau kualitatif; secara kuantitatif misalnya, dapat dipaparkan frekuensi pelaksanaan tindakan dan secara kualitatif dapat dinyatakan dalam pernyataan sudah atau belum dilaksanakan tindakan, atau pernyataan lain yang menunjukkan kualitas tindakan indikator keberhasilan tindakan dapat disajikan dalam bentuk kriteria kuantitatif dan/atau kualitatif.

Indikator keberhasilan tindakan untuk siklus pertama pada umumnya kriterianya ditetapkan berdasarkan hasil refleksi awal dan perkiraan kemungkinan peningkatan yang dapat dilakukan setelah dilakukan tindakan tertentu. Indikator keberhasilan tindakan untuk

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Analisis → Pemaknaan → Penjelasan → Penyimpulan → Tindak Lanjut

Apabila hasil perbaikan yang diharapkan belum tercapai pada siklus I, maka diuraikan langkah lanjutan pada siklus II. Satu siklus kegiatan merupakan kesatuan dari kegiatan perencanaan tindakan, pelaksanaan tindakan, observasi dan interpretasi, serta analisis dan refleksi. Semua langkah untuk siklus II ini (juga untuk siklus ke tiga dan selanjutnya, jika ada) diuraikan lengkap seperti pada siklus pertama. Tidak perlu dilakukan siklus lanjutan apabila kriteria keberhasilan sudah dicapai. Kriteria keberhasilan dapat ditetapkan, misalnya, dengan menggunakan prinsip belajar tuntas. Apabila tingkat perbaikan yang diharapkan tercapai minimal 75%, maka pencapaian itu dapat dikatakan sudah memenuhi kriteria.

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e. Bab V Penutup

Bab ini memuat temuan pokok atau kesimpulan, implikasi, dan tindak lanjut penelitian, serta saran-saran atau rekomendasi yang diajukan.

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BAGIAN KEENAM

HASIL PENELITIAN DAN PENGEMBANGAN (*R AND D*)

Mohon di buatkan oleh TIM PPKI.

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BAGIAN KETUJUH

FORMAT PROPOSAL

Ada dua cara menyusun proposal yaitu dalam bentuk bab, atau tidak dalam bentuk bab, asalkan berisi tiga hal tersebut. Berikut dikemukakan format penulisan proposal dengan pendekatan kuantitatif, pendekatan kualitatif, dan penelitian tindakan kelas.

A. FORMAT PROPOSAL DENGAN PENDEKATAN KUANTITATIF

Seperti telah dikemukakan di bagian sebelumnya, penulisan skripsi disertai hasil penelitian kuantitatif. Proposal yang dalam bentuk bab adalah sebagai berikut:.

BAB I PENDAHULUAN

- A. Latar Belakang Masalah
- B. Rumusan Masalah
- C. Tujuan Penelitian
- D. Hipotesis Penelitian
- E. Kegunaan Penelitian

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- B. Populasi dan Sampel
- C. Instrumen Penelitian
- D. Pengumpulan Data
- E. Analisis Data

DAFTAR RUJUKAN

LAMPIRAN-LAMPIRAN

Butir-butir isi yang terdapat dalam suatu proposal skripsi kualitatif pada dasarnya sama dengan yang terdapat dalam laporan skripsi yang menggunakan pendekatan kuantitatif. Dengan kata lain, dapat dikatakan bahwa proposal skripsi adalah laporan skripsi minus bab mengenai hasil penelitian, pembahasan, dan penutup. Oleh karena itu, penjelasan tentang butir-butir isi proposal dapat diperiksa pada bab 3 tentang skripsi hasil penelitian kuantitatif. Bedanya adalah: dalam proposal kegiatan, dituliskan apa yang akan dilaksanakan, sedangkan pada skripsi dituliskan apa yang sudah dilaksanakan.

B. FORMAT PROPOSAL DENGAN PENDEKATAN KUALITATIF

Perbedaan antara proposal sekripsi dengan pendekatan kuantitatif dan proposal skripsi dengan pendekatan kualitatif adalah pada proposal penelitian

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C. Kegunaan Penelitian

BAB II KAJIAN PUSTAKA

- A. Grand Teori
- B. Midle Teori
- C. Penelitian Terdahulu

BAB III METODE PENELITIAN

- A. Rancangan Penelitian
- B. Populasi dan Sampel
- C. Instrumen Penelitian
- D. Pengumpulan Data
- E. Analisis Data

DAFTAR RUJUKAN

LAMPIRAN-LAMPIRAN

C. FORMAT PROPOSAL YANG BERUPA PENELITIAN DAN PENGEMBANGAN

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E. Midle Teori

F. Penelitian Terdahulu

BAB III METODE PENELITIAN & PENGEMBANGAN

A. Model Penelitian & Pengembangan

B. Prosedur Penelitian & Pengembangan

C. Uji Coba Produk

- 1. Desain Uji coba
- 2. Subjek Coba
- 3. Jenis Data
- 4. Instrumen Pengumpulan Data
- 5. Teknik Analisi Data

DAFTAR RUJUKAN

LAMPIRAN-LAMPIRAN

D. FORMAT PROPOSAL UNTUK PENELITIAN TINDAKAN KELAS

Bagian-bagian yang perlu di cantumkan dalam proposal penelitian tindakan kelas adalah sebagai berikut:

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- C. Penelitian Terdahulu
- D. Kerangka Penelitian
- E. Hubungan Antar Variabel

BAB III METODE PENELITIAN

- A. Pendekatan Penelitian
- B. Kehadiran dan Peran Peneliti di Lapangan
- C. Kancan Penelitian
- D. Subjek Penelitian
- E. Data dan Sumber Data
- F. Pengumpulan Data
- G. Analisis Data, Evaluasi, dan Refleksi
- H. Prosedur Penelitian

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BAGIAN KE DELAPAN

PENULISAN TUGAS AKHIR (TA)
(Khusus Mahasiswa D3 Sekretari dan Akuntansi)

PENULISAN LAPORAN TUGAS AKHIR

Format Laporan Tugas Akhir Program Diploma III ini dibagi menjadi 3 (tiga) bagian, yaitu :

- 1) *Bagian Awal, terdiri dari :*
- a. Sampul
 - b. Halaman Judul
 - c. Halaman Pengesahan
 - d. Halaman Pernyataan Keaslian Laporan Tugas Akhir
 - e. Halaman Persembahan (bila ada)
 - f. Halaman Motto (bila ada)
 - g. Halaman Kata Pengantar
 - h. Halaman Daftar Isi
 - i. Halaman Daftar Tabel (bila ada)
 - j. Halaman Daftar Gambar (bila ada)
 - k. Halaman Daftar Lampiran
 - l. Halaman Abstract
 - m. Halaman Abstraksi

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- 3.3.2 Sumber Data
- 3.4 Metode Pengumpulan Data

BAB IV HASIL MAGANG INDUSTRI DAN PEMBAHASAN

- 4.1 Gambaran Umum Perusahaan
 - 4.1.1 Profil Singkat Perusahaan
 - 4.1.2 Visi
 - 4.1.3 Misi
 - 4.1.4 Struktur Organisasi
 - 4.1.5 Uraian Pekerjaan (*job description*)
 - 4.1.6 Bidang Usaha Perusahaan
- 4.2 Hasil Magang Industri
- 4.3 Pembahasan

BAB V SIMPULAN DAN SARAN

- 5.1 Simpulan
- 5.2 Saran

- 3) *Bagian Akhir Laporan Tugas Akhir :*
- 1. Daftar Pustaka
 - 2. Lampiran-Lampiran :
 - 1) Surat Pengantar Magang Industri dari Fakultas
 - 2) Surat Keterangan Magang Industri dengan kop surat, tanda tangan dan stempel asli dari perusahaan/Lembaga/ Instansi.

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Latar belakang ini harus mampu menunjukkan letak masalah penulisan yang diteliti, tentunya, sesudah melakukan identifikasi masalah yang berasal dari sumber-sumber yang diperoleh selama magang industri.

1.2. Rumusan Masalah Laporan Tugas Akhir

Rumusan masalah adalah rumusan secara konkrit masalah yang ada. Oleh karena itu

masalah dirumuskan dengan mempertimbangkan hal-hal berikut ini :

- 1. Menyatakan dengan jelas, tegas dan konkrit masalah yang akan diteliti.
- 2. Relevan dengan waktu
- 3. Berhubungan dengan suatu persoalan teoritis dan praktis
- 4. Berorientasi pada teori (*body of knowledge*)
- 5. Diungkapkan dalam pertanyaan penelitian yang mengandung masalah dan sesuai dengan pemikiran teoritis, yang kebenarannya perlu dibuktikan dengan melakukan penelitian lebih lanjut.

1.3. Tujuan Penulisan Laporan Tugas Akhir

Bagian ini mengungkapkan hasil yang ingin dicapai melalui proses penulisan dari apa yang akan diperoleh atau dicapai dalam magang industri.

1.4. Manfaat Penelitian

Mengungkapkan secara khusus kegunaan yang akan dicapai dari hasil penulisan tersebut.

Oleh karena itu manfaat tersebut mencakup:

Aspek teoritis dengan menyebutkan kegunaan teoritis apa yang dapat dicapai dari masalah yang diteliti.

Aspek praktis dengan menyebutkan kegunaan apa yang dapat dicapai dari penerapan pengetahuan yang dihasilkan dari penelitian tersebut.

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BAB II TINJAUAN PUSTAKA

2.1 Landasan Teori

Telaah teorimemuaturaianyang sistematik—**runtut danrasional**—tentang teori dasaryang relevandanfaktahasil penelitian sebelumnya. Telaahteorisebaiknya merujuk pada pustaka mutakhir yang memuat teori, proposisi, konsep atau pendekatan terbaruyangadahunungannyadenganpeneltianyang dilakukan.Teoridanfaktayangmenjadi rujukan,sebaiknyadiambil dari sumber primer, mencantumkan namasumbernyadan tahun penulisannya.Seperangkatkonstruk (konsep), definisi, dan proposisiyangberfungsi untuk melihatfenomenasecarasistematikmelalui spesifikasihubunganantarvariabel,sehingga dapat bergunauntuk menjelaskan dan meramalkanfenomena

BAB III METODE PENULISAN LAPORAN TUGAS AKHIR

3.1 Objek Penulisan Laporan Tugas Akhir

Berisi objek penulisan yang merupakan judul Laporan Tugas Akhir lengkap dengan instansi tempat magang industri dilaksanakan.

3.2 Metode Penulisan Laporan Tugas Akhir

Metode penulisan Laporan Tugas Akhir adalah metode deskriptif, yaitu suatu metode yang mendeLaporan Tugas Akhirkan atau memberi gambaran terhadap objek yang diteliti. Penulisan Laporan Tugas Akhir ini berisi paparan dari hasil magang industri yang telah dilaksanakan serta dikaitkan dengan teori-teori yang telah dipelajari sebelumnya.

3.3 Jenis dan Sumber Data

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- 4.1.2. Struktur Organisasi
- 4.1.3. Uraian Pekerjaan (*Job Description*)
- 4.2 Hasil Magang Industri

Berupa temuan – temuan permasalahan di tempat magang sesuai dengan topik penelitian yang diangkat.

4.3 Pembahasan Masalah

Berupa pembahasan permasalahan penulisan Laporan Tugas Akhir yang ditemukan di tempat magang yang dikaitkan dengan teori yang relevan.

BAB V SIMPULAN DAN SARAN

Simpulan merupakan uraian secara ringkas dan jelas yang diuraikan dalam bab pembahasan hasil, simpulan juga dapat diartikan sebagai jawaban dari permasalahan yang diangkat dalam Laporan Tugas Akhir. Saran merupakan pertimbangan atau argumen peneliti bagi pihak-pihak yang memanfaatkan hasil Laporan Tugas Akhir, dan juga berisi keterbatasan penelitian berisi kendala yang dihadapi peneliti dalam melaksanakan penelitian. Di samping itu, saran dari Laporan Tugas Akhir harus memberikan arahan dalam penelitian berikutnya.

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BAGIAN KESEMBILAN

ISI DAN FORMAT ARTIKEL

A. ARTIKEL HASIL PENELITIAN

Hasil-hasil penelitan yang ditulis dalam bentuk artikel untuk kemudian diterbitkan dalam jurnal-jurnal memiliki kelebihan-kelebihan dibanding dengan yang ditulis dalam bentuk laporan teknis resmi. Laporan teknis resmi memang dituntut untuk berisi hal-hal yang menyeluruh dan lengkap sehingga naskahnya cenderung tebal dan direproduksi dalam jumlah yang sangat terbatas, dan akibatnya hanya kalangan yang sangat terbatas saja yang dapat membacanya. Sebaiknya, hasil penelitian yang ditulis dalam bentuk artikel biasanya dituntut untuk berisi hal-hal yang penting-penting saja oleh karena, setiap kali terbit, suatu jurnal memuat beberapa artikel sehingga ruang yang tersedia untuk suatu artikel terbatas. Jurnal yang diterbitkan oleh suatu fakultas akan dibaca sedikitnya oleh para dosen (dan karyawan) serta mahasiswa di fakultas tersebut sehingga hasil penelitian yang ditulis dalam bentuk artikel di jurnal akan memiliki pembaca yang jauh lebih banyak dari pada laporan penelitian teknis resmi. Hasil penelitian yang ditulis dalam bentuk artikel dalam jurnal akan

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merupakan suatu pembahasan tentang rasional pentingnya masalah yang diteliti. Bagian awal ini berfungsi sebagai latar belakang penelitian.

Ciri pokok kedua yang membedakan artikel hasil penelitian dengan laporan penelitian teknis resmi adalah sistematika penulisan yang digunakan. Laporan penelitian terdiri atas bab dan subbab, sedangkan artikel dan makalah terdiri atas bagian dan subbagian. Bagian dan subbagian tersebut dapat diberi judul atau tanpa judul. Dalam laporan penelitian teknis resmi, kajian pustaka lazimnya disajikan di bagian kedua (Bab II), yakni setelah bagian yang membahas masalah, pentingnya penelitian, hipotesis (jika ada), dan tujuan penelitian. Dalam bagian artikel hasil penelitian, kajian pustaka merupakan bagian awal dari artikel (tanpa judul subbagian kajian pustaka) yang berfungsi sebagai bagian penting dari latar belakang. Kajian pustaka yang sekaligus berfungsi sebagai pembahasan latar belakang masalah penelitian di-tutup dengan rumusan penelitian. Setelah itu, berturut-turut disajikan hal-hal yang berkaitan dengan prosedur penelitian, hasil dan temuan penelitian, pembahasan hasil, kesimpulan, dan saran.

Ciri pokok ketiga adalah prosedur penulisan artikel hasil penelitian. Ada tiga kemungkinan prosedur penulisan artikel hasil penelitian. Pertama

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penelitian swadana, artikel hasil penelitian dalam jurnal merupakan forum komunikasi yang paling efektif dan efisien.

2. ISI DAN SISTEMATIKA

Penulisan artikel menggunakan sistematika tanpa angka ataupun abjad. Penjelasan lebih rinci disajikan pada Bagian IV pedoman ini. Berikut ini disajikan uraian tentang isi artikel hasil penelitian secara umum yang berlaku untuk hasil penelitian kuantitatif ataupun kualitatif.

3. JUDUL

Judul artikel hendaknya informatif, lengkap, tidak terlalu panjang atau terlalu pendek, yaitu antara 5-14 kata. Judul artikel membuat variabel-variabel yang diteliti atau kata kunci yang menggambarkan masalah yang diteliti.

4. NAMA PENULIS

Nama penulis artikel ditulis tanpa disertai gelar akademis atau gelar lain apapun. Menyertai nama penulisan adalah alamat korespondensi penulis, nama lembaga tempat kerja penulis/peneliti, dan alamat lembaga tersebut

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berbahasa Indonesia dimuat pada baris pertama abstrak berbahasa inggris. Panjang abstrak 50-75 kata dan ditulis dalam satu paragraf. Abstrak diketik dengan spasi tunggal dengan menggunakan format yang lebih sempit dari teks utama (margin kanan dan kiri menjorok masuk 1,2 cm)

Kata kunci adalah kata pokok yang menggambarkan daerah masalah yang diteliti atau istilah-istilah yang merupakan dasar pemikiran gagasan dalam karangan asli, berupa kata tunggal atau gabungan kata. Jumlah kata kunci sekitar 3-5 buah. Kata kunci diperlukan untuk komputerilisasi sistem informasi ilmiah. Dengan kata kunci dapat ditemukan judul-judul penelitian beserta abstraknya dengan mudah.

7. PENDAHULUAN

Pendahuluan tidak diberi judul, ditulis langsung setelah abstrak. Bagian ini menyajikan kajian pustaka yang berisi paling sedikit tiga gagasan: (1) latar belakang atau rasional penelitian, (2) masalah dan wawasan rencana pemecahan masalah, (3) rumusan tujuan penelitian (dan harapan tentang manfaat hasil penelitian).

Sebagai kajian pustaka, bagian ini harus disertai rujukan yang dapat

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dipilah-pilah menjadi beberapa subbagian. Hanya hal-hal yang pokok saja yang disajikan. Uraian rinci tentang rancangan penelitian tidak perlu diberikan.

Materi pokok bagian ini adalah bagian data dikumpulkan, siapa sumber data, dan bagaimana data dianalisis. Apabila uraian ini disajikan dalam subbagian, maka subbagian itu antara lain berisi keterangan tentang populasi dan sampel (atau subjek), instrumen pengumpulan data, rancangan penelitian (terutama jika digunakan rancangan yang cukup kompleks seperti rancangan eksperimental), dan teknik analisis data.

Dalam penelitian yang menggunakan alat dan bahan perlu ditulis spesifikasi alat dan bahannya. Spesifikasi alat menggambarkan tingkat kecanggihan alat yang digunakan, sedangkan spesifikasi bahan juga perlu diberikan karena penelitian ulang dapat berbeda dari penelitian perdana apabila spesifikasi bahan yang digunakan berbeda.

Untuk penelitian kualitatif perlu ditambah perian (deskripsi) mengenai kehadiran penelitian, subjek penelitian dan informan beserta cara-cara menggali data penelitian, lokasi penelitian, dan lama penelitian. Selain itu

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10. PEMBAHASAN

Dalam menjawab masalah penelitian atau tujuan penelitian, harus disimpulkan hasil-hasil penelitian eksplisit. Misalnya, dinyatakan bahwa penelitian bertujuan untuk mengetahui pertumbuhan kognitif anak sampai umur lima tahun, maka dalam bagian pembahasan haruslah diuraikan pertumbuhan kognitif anak itu sesuai dengan hasil penelitian.

Penafsiran terhadap temuan dilakukan dengan menggunakan logika

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Untuk penelitian kualitatif, bagian ini dapat pula memuat ide-ide peneliti, ketertarikan antara kategori-kategori dan dimensi-dimensi serta posisi temuan atau penelitian terhadap temuan dan teori sebelumnya.

11. KESIMPULAN DAN SARAN

Kesimpulan menyajikan ringkasan dan uraian yang disajikan pada bagian hasil dan pembahasan. Berdasarkan uraian pada kedua bagian itu, dikembangkan pokok-pokok pikiran yang merupakan esensi dari uraian tersebut. Kesimpulan disajikan dalam bentuk esensi, bukan dalam bentuk numerikal.

Saran disusun berdasarkan kesimpulan yang telah ditarik. Saran-saran bisa mengacu kepada tindakan praktis, atau pengembangan teoretis, dan penelitian lanjutan. Bagian saran dapat berdiri sendiri. Bagian kesimpulan dan saran dapat pula disebut penutup.

12. DAFTAR RUJUKAN

Daftar rujukan harus lengkap dan sesuai dengan rujukan yang disajikan dalam batang tubuh artikel ilmiah. Bahan pustaka yang dimasukkan

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a) Judul

Judul artikel berfungsi sebagai label yang mencerminkan secara tepat inti isi yang terkandung dalam artikel. Untuk itu, pemilihan kata yang digunakan dalam judul artikel hendaknya dilakukan secara cermat. Di samping aspek ketepatannya, pemilihan kata-kata untuk judul perlu juga mempertimbangkan pengaruhnya terhadap daya tarik judul bagian pembaca judul artikel sebaiknya terdiri atas 5-14 kata.

b) Nama Penulis

Nama penulis artikel ditulis tanpa diserta gelar akademis atau gelar lain apapun dan yang menyertai nama penulis adalah alamat korespondensi penulis, nama lembaga tempat kerja penulis/peneliti, dan alamat lembaga tersebut.

c) Abstrak dan Kata Kunci

Dalam penelitian nonpenelitian, abstrak berisi ringkasan dari isi artikel yang dituangkan secara padat, bukan komentar atau pengantar dari penyunting atau redaksi. Absrak hendaknya ditulis dalam bahasa inggris

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d) Pendahuluan

Berbeda dengan isi pendahuluan didalam artikel laporan hasil penelitian, bagian pendahuluan dalam artikel nonpenelitian berisi uraian yang mengantarkan pembaca kepada topik utama yang dibahas. Oleh karena itu, isi bagian pendahuluan menguraikan hal-hal yang dapat menarik pembaca sehingga mereka “tergiring” untuk mendalami bagian selanjutnya. Selain itu, bagian pendahuluan hendaknya diakhiri dengan rumusan singkat (1-2 kalimat) tentang hal-hal pokok yang akan dibahas. Bagian pendahuluan tidak diberikan judul.

e) Bagian Inti

Judul, judul bagian dan isi bagian inti suatu artikel nonpenelitian sangat bervariasi, tergantung topik yang dibahas. Hal yang perlu mendapat perhatian pada bagian inti adalah pengorganisasian isinya. Uraian yang lebih rinci mengenai cara pengorganisasian isi dibahas pada paparan berikutnya.

f) Penutup

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h) Pengorganisasian Isi

Pengorganisasian isi mengacu kepada cara penataan urutan isi yang akan dipaparkan dalam artikel. Isi yang dimaksud dapat berupa fakta, konsep, prosedur, atau prinsip. Tipe isi yang berbeda memerlukan penataan urutan yang berbeda, tergantung kepada struktur isinya.

Berikut ini adalah langkah yang perlu dilewati untuk menghasilkan pengorganisasian isi artikel yang baik: (1) mengidentifikasi tipe isi yang akan dideskripsikan dalam artikel, (2) menetapkan struktur isi, (3) menata isi ke dalam strukturnya, (4) menata urutan isi, (5) mendeskripsikan urutan isi mengikuti urutan yang telah ditetapkan.

Mengidentifikasi tipe isi yang akan dideskripsikan dalam artikel merupakan langkah paling awal yang perlu dilewati. Isi yang dimaksud perlu dikaji secara cermat apakah berupa konsep, prosedur, atau prinsip. Tipe isi dikatakan konsep apabila menekankan uraian tentang “apanya”, tipe isi prosedur menekankan “bagaimana” dan tipe isi dikatakan prinsip apabila menekankan “mengapa”.

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konseptual, maka langkah berikutnya adalah memilih semua konsep penting yang akan diuraikan dan menatanya menjadi suatu struktur yang bermakna, yang secara jelas menunjukkan keterkaitan antar konsep itu.

Langkah keempat adalah menata urutan isi. Penataan ini dilakukan berpijak pada struktur yang telah dibuat pada langkah ketiga. Pada langkah ini, semua konsep, atau prosedur, atau prinsip yang telah dimasukkan dalam strukturnya ditata urutan pemaparannya. Beberapa ketentuan penataan urutan yang perlu diperhatikan adalah sebagai berikut.

Pertama, paparkan struktur isi, sedapat mungkin, pada bagian paling awal dari artikel struktur isi yang memuat bagian-bagian penting artikel dan kaitan-kaitan antar bagian itu perlu dipaparkan pada bagian awal untuk dijadikan kerangka acuan paparan isi yang lebih rinci.

Kedua, paparkan bagian isi terpenting di bagian pertama. Pada tahap pemaparan isi, yang diambil dari suatu srtuktur, upayakan memaparkan isi yang paling penting pertama kali. Penting tidaknya bagian isi ditentukan oleh sumbangannya untuk memahami keseluruhan isi artikel. Misalnya, jika konsep-konsep yang akan dipaparkan memiliki hubungan prasyarat

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BAGIAN KESEPULUH

ISI DAN FORMAT MAKALAH

A. CIRI POKOK

Salah satu tujuan pokok penulis makalah alah untuk meyakinkan pembaca bahwa topik yang ditulis dengan dilengkapi penalaran logis dan pengorganisasian yang sistematis memang perlu diketahui dan diperhatikan. Makalah yang merupakan salah satu jenis karangan ilmiah memiliki ciri atau karakter. Secara umum, ciri-ciri makalah terletak pada sifat keilmiahanya. Artinya, sebagai karangan ilmiah, makalah memiliki sifat objektif, tidak memihak, berdasarkan fakta, sistematis, dan logis. Berdasarkan kriteria ini, baik tidaknya suatu makalah damat diamati dari signifikansi makalah atu topik yang dibahas, kejelasan tujuan pembahasan, kelogisan pembahasan, dan kejelasan pengorganisasian pembahasanya.

Berdasarkan sifat dan jenis penalaran yang digunakan, makalah dapat dibedakan menjadi tiga macam: makalah deduktif, makalah induktif, dan makalah campuran. Makalah deduktif merupakan makalah yang penulisannya

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Daftar Isi

Daftar Tabel dan Gambar (jika ada)

Bagian Inti

Pendahuluan

Latar Belakang Penulisan Makalah

Masalah atau Topik Bahasan

Tujuan Penulis Makalah

Teks Utama

Penutup

Bagian Akhir

Daftar Rujukan

Lampiran (jika ada)

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2. Daftar Isi

Daftar isi berfungsi memberikan panduan dan gambaran tentang garis besar isi makalah. Melalui daftar isi, pembaca akan dapat dengan mudah menemukan bagian-bagian yang membangun makalah. Selain itu, melalui daftar isi akan dapat diketahui sistematika penulisan makalah yang digunakan. Daftar isi dipandang perlu jika panjang makalah lebih dari 15 halaman. Penulisan daftar isi dilakukan dengan ketentuan: bagian makalah yang diberi judul ditulis dengan menggunakan huruf kecil (kecuali awal kata selain kata tugas ditulis dengan huruf besar), penulisan judul bagian dan judul subbagian yang dilengkapi dengan nomor halaman tempat pemuatannya dalam makalah. Penulisan daftar isi dilakukan dengan menggunakan spasi tunggal dengan jarak antar bab 2 spasi. Contoh daftar isi dapat diperiksa pada lampiran.

3. Daftar Tabel dan Gambar

Penulisan daftar tabel dan gambar juga dimaksudkan untuk memudahkan pembaca menemukan tabel atau gambar yang terdapat dalam makalah. Penulisan daftar tabel dan gambar dilakukan dengan cara sebagai

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- (2) Penulisan dengan menggunakan angka yang dikombinasikan dengan abjad.
- (3) Penulisan tanpa menggunakan angka ataupun abjad.

Penjelasan tentang ketiga cara penulisan makalah dapat ditemukan pada bagian IV (teknik penulisan) pedoman ini.

1. Pendahuluan

Bagian pendahuluan berisi penjelasan latar belakang penulisan makalah, masalah atau topik bahasan beserta batasannya, dan tujuan penulisan makalah, penulisan bagian pendahuluan dapat dilakukan dengan dua cara berikut.

- (1) Setiap unsur dari bagian pendahuluan ditonjolkan dan disajikan sebagai subbagian. Jika penulisan makalah dilakukan dengan menggunakan angka, maka dapat dijumpai judul subbagian seperti berikut.

- 1. Pendahuluan
 - 1.1 Latar Belakang
 - 1.2 Masalah atau Topik Bahasan

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dibahas dalam makalah dan menunjukkan bahwa masalah atau topik tersebut memang perlu dibahas.

Penulisan latar belakang dapat dilakukan dengan berbagai cara, di antaranya:

- (1) Dimulai dengan sesuatu yang diketahui bersama (pengetahuan umum) atau teori yang relevan dengan masalah atau topik yang akan ditulis, selanjutnya diikuti dengan paparan yang menunjukkan bahwa tidak selamanya hal tersebut dapat terjadi.
- (2) Dimulai dengan suatu pertanyaan retorik yang diperkirakan dapat mengantarkan pembaca pada masalah atau topik yang akan dibahas dalam makalah.
- (3) Dimulai dengan suatu kutipan dari orang terkenal, ungkapan atau slogan selanjutnya dihubungkan atau ditunjukkan relevansinya dengan masalah atau topik yang akan dibahas dalam makalah.

3. Masalah Atau Topik Pembahasan

Setelah bagian latar belakang dipaparkan, selanjutnya diutarakan masalah atau topik bahasan beserta batasannya Masalah atau topik

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makalah), pengumpulan bahan penulisan makalah, dan penulisan *draft* makalah serta revisi *draft* makalah.

Topik dapat ditentukan oleh orang lain atau ditentukan sendiri.

Lazimnya, topik makalah yang telah ditentukan bersifat sangat umum, sehingga perlu dilakukan spesifikasi atau pembatasan topik. Pembahasan topik makalah seringkali didasarkan pada pertimbangan kemenarikan dan signifikansinya, serta pertimbangan kemampuan dan kesempatan. Jika topik makalah ditentukan oleh penulis makalah, terdapat beberapa hal yang perlu dipertimbangkan.

- (1) Topik yang dipilih harus ada manfaatnya, baik dari segi praktis ataupun dari segi teoritis, dan layak untuk dibahas.
- (2) Topik yang dipilih hendaknya menarik dan sesuai dengan minat penulis. Dipilihnya topik yang menarik akan sangat membantu dalam penulisan makalah. Jika seseorang menulis makalah dengan topik yang tidak menarik, maka usaha yang dilakukan biasanya alakadarnya dan kurang serius.
- (3) Topik yang dipilih haruslah dikuasai dalam arti tidak terlalu asing atau

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Topik sringkali disamakan dengan judul. Pada dasarnya, topik tidak sama dengan judul topik merupakan masalah pokok yang dibicarakan atau dibahas dalam makalah, sedangkan judul merupakan label atau nama dari makalah yang ditulis.

Dalam pembuatan judul makalah, beberapa hal yang perlu dipertimbangkan:

- (1) Judul harus mencerminkan isi makalah atau mencerminkan topik yang diangkat dalam makalah.
- (2) Judul sebaiknya dinyatakan dlam bentuk frasa atau klausa, bukan dalam bentuk kalimat itulah sebabnya judul makalah tidak diakhiri dengan tanda titik.
- (3) Judul makalah hendaknya singkat dan jelas, judul makalah berkisar antara 5 sampai 15 kata.
- (4) Judul hendaknya menarik perhatian pembaca untuk mengetahui isinya. amun judul makalah harus tetap mencerminkan isi makalah.

4. Tujuan Penulisan Makalah

Perumusan tujuan penulisan makalah dimaksudkan bukan untuk memenuhi tugas yang diberikan oleh seseorang dan yang sejenisnya

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Contoh: makalah ini dimaksudkan untuk membahas sejumlah kekeliruan yang sering kali dibuat oleh mahasiswa dalam melakukan observasi pada kegiatan PPL.

5. Teks Utama

Bagian teks utama makalah berisi pembahasan topik-topik makalah. Isi bagian teks utama sangat bervariasi tergantung topik yang dibahas dalam makalah. Jika dalam makalah dibahas tiga topik misalnya, maka ada tiga pembahasan dalam bagian teks utama.

Penulisan bagian teks utama dapat dikatakan sebagai inti kegiatan penulisan makalah. Kemampuan seseorang dalam menulis bagian teks utama bagian makalah merupakan cerminan tinggi rendahnya kualitas makalah yang disusun. Penulisan bagian teks utama yang baik adalah yang dapat membahas topik secara mendalam dan tuntas, dengan menggunakan gaya penulisan ringkas, lancar, dan langsung pada persoalan, serta menggunakan bahasa yang baik dan benar.pengertian mendalam dan tuntas ini tidak selalu berarti panjang dan bertele-tele. Dalam penulisan teks utama, hindari kata-kata tanpa makna dan cara penyampaian yang

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- (3) Gunakan teknik diagram dan klasifikasi
- (4) Gunakan teknik pemberian contoh.

Penulisan bagian teks utama makalah dapat dilakukan setelah bahan penulisan makalah berhasil dikumpulkan. Bahan penulisan dapat berupa bahan yang bersifat teoretis (yang diperoleh dari buku teks, laporan penelitian, jurnal, majalah dan barang cetak lainnya) atau dapat juga dipadukan dengan bahan yang bersifat faktual-empiris (yang terdapat dalam kehidupan nyata).

6. Penutup

Bagian penutup berisi tentang kesimpulan atau rangkuman pembahsan dan saran-saran (jika memang dipandang perlu). Bagian penutup menandakan berakhirnya penulisan makalah. Penulisan bagian penutup makalah dapat dilakukan dengan menggunakan teknik berikut.

- (1) Penegasan kembali atau ringkasan pembahasan yang telah dilakukan, tanpa diikuti dengan kesimpulan. Hal ini dilakukan karena masih belum cukup bahan untuk memberikan kesimpulan terhadap masalah yang dibahas atau dimunculkan agar pembaca menarik kesimpulan

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Penjelasan tentang penulisan daftar rujukan dapat diperiksa pada bagian lain dalam pedoman ini.

2. Lampiran

Bagian lampiran berisi hal-hal yang bersifat pelengkap yang dimanfaatkan dalam proses penulisan makalah. Hal-hal yang dimaksud dapat berupa data (baik yang berupa angka-angka ataupun yang berupa deskripsi verbal) dan yang dipandang sangat penting tetapi tidak dimasukkan dalam batang tubuh makalah. Bagian lampiran hendaknya juga diberi nomor halaman.

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BAGIAN KESEBELAS

SISTEMATIKA PENULISAN

Sistematika penulisan yang dibahas dalam bagian ini untuk penulisan skripsi, dan karya ilmiah lain sepenuhnya menggunakan Pedoman Penulisan Karya Ilmiah Universitas Pamulang yang disusun oleh Tim yang terdiri dari banyak pihak. Selanjutnya akan berlaku pada Tahun Akademik 2017/2018 secara penuh karena sudah mendapatkan pengesahan oleh Rektor Universitas Pamulang.

Penulisan subbagian skripsi dapat mengikuti salah satu dari dua alternatif berikut ini.

A. ALTERNATIF PERTAMA

Penulisan judul bab dan subbab dalam naskah Skripsi atau karya ilmiah yang lain adalah sebagai berikut.

a. Judul bab (peringkat 1) ditulis menggunakan huruf besar semua, bold dan

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- g. Baris pertama pada setiap paragraf dimulai 1,2 cm (7 karakter/ketukan) dari tepi kiri. Baris selanjutnya dimulai dari tepi kiri.

Ringkasan penulisan alternatif pertama

BAB II

KAJIAN PUSTAKA

A. Pengajaran dan Pembelajaran di Kelas-Kelas Masa Kini

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1) Harapan-Harapan Peran di Zaman Dahulu

.....
.....
.....

B. ALTERNATIF KEDUA

Penulisan judul bab dan subbab dalam naskah Skripsi atau karya ilmiah yang lain adalah sebagai berikut.

- a. Judul bab (peringkat 1) ditulis menggunakan huruf besar semua, bold dan diletakkan di tengah.
- b. Judul subbab (peringkat 2) ditulis dengan angka dua digit yang dipisahkan oleh titik, tetapi tidak diakhiri dengan titik, dan dimulai dari tepi kiri, huruf besar kecil dan hold. diletakkan di teni kiri.

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- g. Baris pertama pada setiap paragraf dimulai 1,2 cm (7 karakter/ketukan) dari tepi kiri. Baris selanjutnya dimulai dari tepi kiri.

Ringkasan penulisan alternatif kedua

BAB II

KAJIAN PUSTAKA

2.1 Pengajaran dan Pembelajaran di Kelas-Kelas Masa Kini

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.....

.....

.....

2.1.1.1 Harapan-Harapan Peran di Zaman Dahulu

BAGIAN KEDUA BELAS

PENULISAN RUJUKAN/ KUTIPAN

1. CARA MEMBUAT RUJUKAN

Jika dalam teks skripsi atau karya ilmiah yang lain terdapat kutipan dari referensi tertentu maka yang harus dicantumkan dalam teks tersebut adalah nama akhir penulis bahan rujukan, tahun diantara tanda kurung, dan halaman. Jika ada dua penulis, maka yang dicantumkan adalah nama akhir kedua penulis tersebut. Jika penulisnya lebih dari dua orang maka yang dicantumkan dalam teks adalah nama pertama dari penulis tersebut diikuti dengan *dkk*. Jika nama penulis tidak disebutkan, yang dicantumkan dalam teks adalah nama lembaga

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dua yaitu kutipan langsung kurang dari 40 kata dan kutipan langsung 40 kata atau lebih.

Kutipan langsung yang berisi kurang dari 40 kata ditulis menggunakan spasi ganda diantara tanda kutip (“.....”) dan menjadi bagian yang terpadu dalam teks utama, dan diikuti nama penulis, tahun dan nomor halaman. Nama penulis dapat ditulis secara terpadu dalam teks atau menjadi satu dengan tahun dan nomor halaman di dalam kurung.

Kutipan langsung yang berisi 40 kata atau lebih ditulis tanpa tanda kutip secara terpisah dari teks yang mendahului, ditulis 1,2 cm dan garis tepi sebelah kiri dan kanan, diketik dengan spasi tunggal. Nomor halaman juga harus ditulis.

Kutipan tidak langsung adalah bahan pustaka yang dirujuk dan isinya dipaparkan menggunakan kalimat penulis sendiri. Kutipan tidak langsung ditulis tanpa tanda kutip dan terpadu dalam teks. Nama penulis bahan kutipan dapat disebut terpadu dalam teks, atau disebut dalam kurung bersama tahun penerbitannya. Jika memungkinkan nomor halaman disebutkan.

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2. Contoh kutipan langsung 40 kata atau lebih:

Nurhadi dkk (2003:13) mendefinisikan pembelajaran kontekstual atau CTL (*Contextual Teaching and Learning*) sebagai:

Konsep belajar dimana guru menghadirkan dunia nyata ke dalam kelas dan mendorong siswa membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan mereka sehari-hari; sementara siswa memperoleh pengetahuan dan keterampilan dari konteks yang terbatas, sedikit demi sedikit, dan dari proses mengkonstruksi sendiri, sebagai bekal untuk memecahkan masalah dalam kehidupannya sebagai anggota masyarakat.

3. Contoh kutipan tidak langsung:

Loyalitas menurut Tjiptono dkk. (2008:76-77) didefinisikan cerminan komitmen psikologis terhadap hal tertentu semisal merek, jasa, organisasi, kategori produk maupun aktivitas

Atau

Loyalitas didefinisikan cerminan komitmen psikologis terhadap hal

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termasuk anak judul (subjudul), (4) kota tempat penerbitan, dan (5) nama penerbit.

Secara teknik, cara menuliskan nama penulis bahan pustaka yang dikutip adalah yang terdiri dari dua kata ditulis dengan urutan: nama akhir diikuti koma, nama awal (disingkat), diakhiri dengan titik. Apabila sumber yang dirujuk ditulis oleh tim, semua nama penulisnya harus dicantumkan dalam daftar rujukan dengan cara yang sama.

1. Contoh Daftar Rujukan Berupa Buku Satu Penulis

Sanjaya, Wina. 2005. *Pembelajaran dan Implementasi Kurikulum Berbasis Kompetensi*. Jakarta: Kencana

2. Contoh Daftar Rujukan Berupa Buku Dua Penulis

Dimiyati & Mudjiono. 1999. *Belajar dan Pembelajaran*. Jakarta: Departemen Pendidikan dan Kebudayaan bekerja sama dengan Rineka Cipta.

3. Contoh Daftar Rujukan Berupa Buku Tiga Penulis atau Lebih

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Hermawan, Hendy. 2012. Kode Etik Penulisan Karya Ilmiah, Dalam Saiful Anwar (Eds.) *Teknik Penulisan Karya Ilmiah*. Malang: Penerbit STIE.

Hooi, T, D. 2004. Application of Service Quality Model in Education Environment. *Jurnal Ilmu Pendidikan*, Vol 11 (3): 211-220.

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huruf awal kata, kecuali kata hubung. Nama majalah ditulis dengan huruf kecil kecuali huruf pertama setiap kata, dan dicetak miring. Nomor halaman disebut pada bagian akhir.

Catur,S 14 Juli 2010. HKTI dalam Sandra Parpol. *Jawa Pos*, hlm 4 Suryadarma, S.V.C. 1990. Prosesor dan Interface: Komunikasi Data. *Info Komputer*, IV (4): 46-48.

9. Contoh Daftar Rujukan dari Koran Tanpa Penulis

Nama koran ditulis di bagian awal. Tanggal, bulan, tahun ditulis setelah nama koran; kemudian judul ditulis dengan huruf besar kecil dicetak miring dan diikuti dengan nomor halaman

Jawa Pos. 20 April 2012. *Sibuk Urus Sertifikasi, Guru Sering Bolos*, hlm.13.
Jawa Pos. 30 Pebruari 2012. *Pakai Calo (penulisan karya ilmiah), Ratusan Guru Turun Panokat* hlm 13

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Setelah tahun dokumen, situs yang memuat dokumen tersebut dicantumkan, disertai alamat situs dan tanggal aksesnya. Nama situs dicetak tegak dengan huruf besar pada huruf awal setiap kata.

Undang-Undang RI No.20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jaringan Dokumentasi dan informasi Hukum Badan Pemeriksa Keuangan Republik Indonesia. (Online), (http://www.jdih.bpk.go.id), diakses 25 September 2008.

12. Contoh Daftar Rujukan dari Lembaga yang Ditulis Atas Nama Lembaga Tersebut

Nama lembaga penanggungjawab langsung ditulis paling depan, diikuti dengan tahun, judul karangan yang dicetak miring, nama tempat penerbitan, dan nama lembaga yang bertanggungjawab atas penerbitan karangan tersebut

Departemen Pendidikan Nasional. 2004. Kurikulum SMK Edisi 2004 Bidang Keahlian Bisnis dan Manajemen Program Keahlian Akuntansi. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Dasar dan

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14. Contoh Daftar Rujukan Berupa Skripsi, Tesis

Nama penulis ditulis paling depan, diikuti tahun yang tercantum dalam sampul, judul ditulis dengan cetak miring diikuti dengan pernyataan skripsi, tesis atau disertasi tidak diterbitkan, nama kota tempat perguruan tinggi, nama fakultas serta nama perguruan tinggi.

Anwar, Saiful. 2006. *Implementasi Pembelajaran Kontekstual dengan Pendekatan Masyarakat Belajar (Learning Community) untuk Meningkatkan Hasil Belajar Mata Diklat Kewirausahaan Kelas III Program Keahlian Administrasi Perkantoran di SMK PGRI 2 Jakarta*. Skripsi tidak diterbitkan. Malang: FE UNJ.

Anwar, Saiful. 2011. *Pengaruh Kepuasan dan Public Relations Perception Terhadap Loyalitas Mahasiswa Melalui Reputasi Universitas (Studi Pada Mahasiswa Universitas Pamulang)*. Tesis tidak diterbitkan. Pamulang: Program Pascasarjana Unpum

15. Contoh Daftar Rujukan Berupa Karya Audio/Visual/Audiovisual

Nama pengarang ditulis sebelum tahun album tersebut terbit. Judul

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BAGIAN KETIGA BELAS

TABEL DAN GAMBAR

A. PENULISAN TABEL

Tabel merupakan salah satu cara menyajikan data secara sistematis, sederhana dan mudah dibaca. Cara membuat tabel adalah sebagai berikut.

- Jika Suatu tabel lebih dari setengah halaman harus ditempatkan pada halaman tersendiri. Tetapi jika tabel kurang dari setengah halaman sebaiknya diintergerasikan dalam teks.
- Tabel harus diberi nomor dan judul tabel, ditempatkan di atas tabel untuk memudahkan perujukan.
- Jika tabel lebih dari satu halaman, maka bagian kepala tabel (termasuk teksnya) harus diulang pada halaman selanjutnya. Pada halaman berikutnya, tuliskan *Lanjutan Tabel...* pada tepi kiri, tiga spasi pada garis horisontal teratas tabel. Hanya huruf pertama kata “Tabel” ditulis menggunakan huruf

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Contoh

Tabel 4.3 Distribusi Frekuensi *Outright Satisfaction*

No.	Indikator	Frekuensi					Total
		1	2	3	4	5	
1	Layanan akademik	26	156	254	298	66	800
2	Layanan administratif	51	196	159	166	28	600
Total		77	352	413	464	94	1400
%		5.5	25.143	29.5	33.143	6.7143	100

Keterangan:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral

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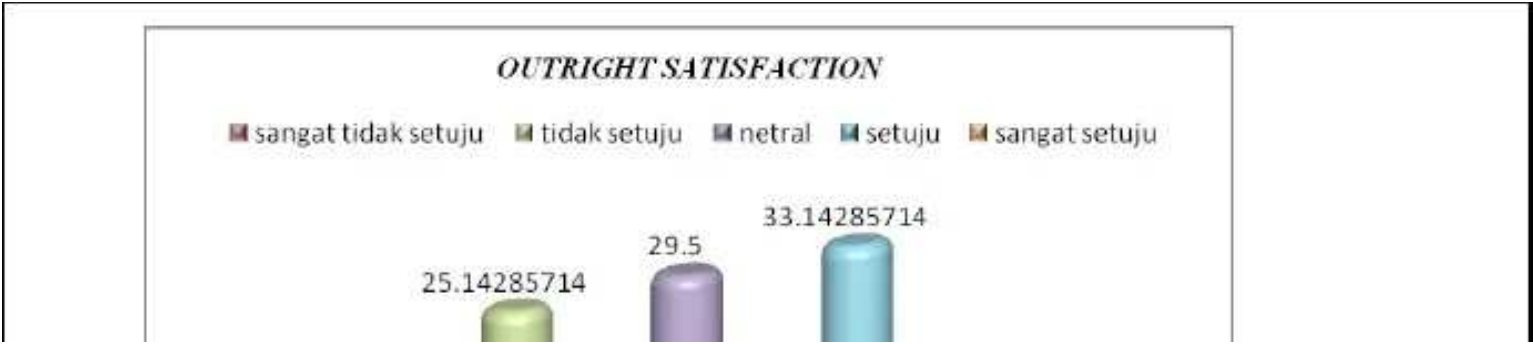
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- Gambar harus sederhana agar ide tersampaikan secara jelas tanpa harus disertai penjelasan tekstual.
- Gambar harus digunakan dengan hemat. Terlalu banyak gambar dapat mengurangi nilai penyajian data.
- Gambar yang memakan tempat lebih dari setengah halaman harus ditempatkan pada halaman tersendiri.
- Penyebutan adanya gambar seharusnya mendahului gambar.
- Gambar diacu dengan menggunakan angka, bukan menggunakan kata *gambar di atas* atau *gambar di bawah*.
- Gambar dinomori menggunakan angka Arab seperti penomoran tabel.

Contoh:



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Penggunaan bahasa dalam penulisan karya ilmiah hendaknya menggunakan bahasa yang jelas, tepat, formal dan lugas. Kejelasan dan ketepatan dapat diwujudkan dengan meng-gunakan kata yang tepat, kalimat yang tidak berbelit-belit serta struktur paragraph yang runtut. Hindari mnnggunakan kutipan disetiap kalimat pertama sebuah paragraf untuk menghindari kesan bahwa ide pokok bukanlah ide pokok peneliti. Dalam penyebutan penulis gunakan istilah penulis atau peneliti tetapi seyogyanya digunakan sesedikit mungkin.

Penulisan Tanda Baca

Penulisan tanda baca, kata, dan huruf mengikuti Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan, Pedoman Pembentukan Istilah, dan Kamus (Keputusan Mendikbud, Nomor 0543a/U/487, tanggal 9 September 1987). Berikut ini beberapa kaidah penting yang perlu diperhatikan.

Titik (.), koma (,), titik dua (:), tanda seru (!), tanda tanya (?), dan tanda persen (%) diketik rapat dengan huruf yang mendahuluinya.

Contoh

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p=0,05

p = 0,05

Tanda bagi (:) yang dipakai untuk memisahkan tahun penerbitan dengan nomor halaman pada rujukan diketik rapat dengan angka yang mendahului dan mengikutinya.

Contoh

Tidak Baku

Yuangga (2012 : 15) menyatakan

Baku

Yuangga (2012:15) menyatakan

Pemenggalan kata bada akhir baris (-) disesuaikan dengan suku katanya.

Contoh

Tidak Baku

Masalah ini perlu diselesaikan
tidak dilakukan dengan kekerasan

Baku

Masalah ini perlu diselesaikan
tidak dilakukan dengan kekerasan

B. PENCETAKAN

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- Ukuran Huruf bagian-bagian suatu bab untuk skripsi menggunakan ukuran huruf yang berbeda seperti berikut.
 - 12 point, untuk judul bab, judul sub bab, teks induk, abstrak, lampiran, daftar rujukan.
 - 10 point, untuk kutipan langsung lebih dari 40 kata, abstrak, judul tabel, judul bagan/gambar, teks tabel, teks bagan, catatan akhir, catatan kaki, indeks, header, footer.
- Penggunaan huruf *miring* digunakan untuk kata nonIndonesia, istilah yang belum lazim, judul buku, jurnal, majalah dan surat kabar dalam teks utama dan daftar rujukan
- Penggunaan huruf **tebal (Bold)** digunakan untuk judul bab, judul subbab dan bagian penting dari suatu contoh
- Penggunaan huruf garis bawah (underline) **tidak boleh** dipergunakan, kecuali dalam hal-hal yang amat khusus.
- Skripsi dicetak spasi ganda (2 spasi), kecuali abstrak, keterangan gambar, grafik, lampiran, tabel, dan daftar rujukan dicetak dengan spasi tunggal.

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- Lambang-lambang huruf Yunani dan yang tidak dapat ditulis dengan komputer hendaknya ditulis tangan secara rapi dengan tinta hitam.
- Bilangan hendaknya ditulis dengan angka, kecuali pada permulaan kalimat.
- Bagian awal skripsi diberi nomor halaman angka romawi kecil di tengah bagian bawah, sedangkan nomor halaman pada bagian inti dan bagian penutup skripsi dengan angka Arab di atas kanan, kecuali nomor halaman bab baru yang ditulis di tengah bagian bawah halaman.
- Nomor halaman untuk lampiran ditulis dengan menggunakan angka Arab, di sudut kanan atas, melanjutkan nomor halaman sebelumnya.

Skripsi dijilid menggunakan karton tebal. Pada punggung skripsi dituliskan nama penulis dan judul. Skripsi dijilid minimal sebanyak 3 eksemplar (1 untuk prodi, 1 untuk perpustakaan, 1 untuk arsip penulis). Halaman sampul harus dicetak dengan tinta kuning emas di atas dasar kertas tebal warna hitam.

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BAGIAN K ELIMA BELAS
PERLU PERHATIAN SERIUS

A. HAL-HAL YANG PERLU DIPERHATIKAN

Hal-hal mendasar yang perlu mendapat perhatian khusus dalam penulisan Skripsi atau karya ilmiah yang lain adalah sebagai berikut.

- Jarak antara tabel atau gambar dengan teks sebelumnya atau sesudahnya adalah 3 spasi.
- Judul tabel atau gambar beserta tabel atau gambarnya harus ditempatkan pada halaman yang sama (jika memungkinkan).
- Penyebutan tabel atau gambar dalam teks menggunakan kata Tabel....atau Gambar....(diberi nomor sebagai identitas).
- Tempatkanlah nomor halaman di pojok kanan atas pada setiap halaman, kecuali halaman pertama setiap bab dan halaman Bagian Awal.
- Nomor halaman bab dan Bagian Awal ditulis di tengah bagian bawah halaman.
- Semua nama penulis dalam daftar rujukan harus ditulis walaupun penulis

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- Tidak boleh menempatkan judul subbab dan identitas tabel pada akhir halaman (kaki halaman).
- Tidak boleh menambahkan spasi antar kata dalam satu baris yang bertujuan meratakan tepi kanan.
- Daftar rujukan tidak boleh ditempatkan di kaki halaman atau akhir setiap bab. Daftar Rujukan hanya boleh ditempatkan setelah bab akhir dan sebelum lampiran-lampiran (jika ada).

C. LAIN-LAIN

1. Panduan ini berlaku untuk seluruh mahasiswa Universitas Pamulang yang menempuh mata kuliah Metodologi Penelitian, Seminar Proposal, dan memprogram Skripsi.
2. Hal-hal yang belum diatur dalam panduan ini akan ditetapkan lebih lanjut sesuai ke khasan prodi masing-masing.
3. Jika ada masukan dan saran segera hubungi Ketua Tim Penyusun Pedoman Penulisan Karya Ilmiah (PPKI) atau Sekretariat Tim Penyusun PPKI Universitas Pamulang Gedung A Ruang 211 (**Amin Elfachmi, Ubaid Alfaruq, Aeng Muhidin**).

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LAMPIRAN

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Lampiran 1: Contoh Halaman Sampul

PENGEMBANGAN MODEL PEMBELAJARAN *THINK PAIR SHARE*
(TPS) UNTUK MENINGKATKAN HASIL BELAJAR
MATA DIKLAT AKUNTANSI PERBANKAN
STUDI PADA SISWA KELAS 1
PROGRAM KEAHLIAN AKUNTANSI SMK WIJAYA

SKRIPSI

OEH

BADZLIN NUHA MADRIDA MAULIDIYA
2012888111



4 cm dari
tepi atas
kertas

2,5
cm

2 cm

0,5-1
cm

2 cm

1,5
cm

3 cm

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Lampiran 2: Contoh Halaman Judul Lembar Kedua

PENGEMBANGAN MODEL PEMBELAJARAN *THINK PAIR SHARE*
(TPS) UNTUK MENINGKATKAN HASIL BELAJAR MATA DIKLAT
AKUNTANSI PERBANKAN STUDI PADA SISWA KELAS 1 PROGRAM
KEAHLIAN AKUNTANSI SMK WIJAYA JAKARTA

SKRIPSI

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Lampiran 3: Contoh Lembar Persetujuan Skripsi/Tesis

LEMBAR PERSETUJUAN

Skripsi oleh (Nama, NIM.....dengan judul.....ini telah diperiksa dan disetujui untuk diujikan/disidangkan.

Pamulang,.....
Pembimbing 1,

(Nama Lengkap)
NIDN:

Pembimbing 2

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Lampiran 4: Contoh Lembar Pengesahan Skripsi/Tesis

LEMBAR PENGESAHAN

Skripsi oleh Nama,NIMdengan judul.....ini telah
dipertahankan di depan dewan penguji pada tanggal.....

Dewan Penguji

(Nama Lengkap).....,
NIDN.....

Ketua

(Nama Lengkap).....,
NIDN.....

Anggota

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Lampiran 5: Contoh Abstrak untuk Skripsi

ABSTRAK

Brilyan, Yurika. 2015. *Internalisasi Pendidikan Karakter Pada Mahasiswa Program Studi Pendidikan Ekonomi Fakultas Pendidikan dan Ilmu Keguruan Program studi Pendidikan Ekonomi Universitas Pamulang*. Skripsi, Program Studi S1 Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pamulang. Pembimbing: (I) Kharisma Danang Yuangga, S.Pd., M.Pd, (II) Saiful Anwar, S.Pd., SE., M.Pd..

Internalisasi pendidikan karakter pada penelitian ini merupakan tindakan penghayatan karakter dasar ekonomi yang diaplikasikan dalam mata pelajaran ekonomi di sekolah. Penelitian ini mengkaji secara mendalam tentang proses uinternalisasi pendidikan karakter ekonomi dalam perilaku berkarakter mahasiswa pedidikan ekonomi saat menempuh PPL di sekolah. Penelitian ini menggunakan rancangan penelitian kualitatif dalam hal ini peneliti bertindak sebagai instrument utama. Data yang dihasilkan penelitian ini adalah ajaran-ajaran yang dihasilkan responden dalam wawancara. Adapun subjek penelitian ini adalah mahasiswa pendidikan Ekonomi yang tenlah menempuh PPL tahun 2014. Dalam pengumpulan data menggunakan *voice recorder/ handphone*, pedoman-pedoman weawancara dan pengamatan lapangan.

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Lampiran 6a: Contoh Daftar Isi Penelitian Kuantitatif

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Analytics

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Lampiran 6d: Contoh Daftar Isi Penelitian Tindakan Kelas

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Lampiran 10: Contoh Pernyataan Keaslian Tulisan

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Badzlin Nuha Madrida Maulidiya
NIM : 2012888111
Program Studi : Pendidikan Ekonomi
Fakultas : FKIP/S-1

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya.

Apabila dikemudian hari terbukti atau dapat dibuktikan ini hasil jiplakan/plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Pamulang, 1 Juni 2016

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Lampiran 11: Contoh Riwayat Hidup

RIWAYAT HIDUP

Almas Ryan Wijaya dilahirkan di Jakarta tanggal 21 April 1990, anak keempat pasangan Bapak Nur Wakhid Isdianto dan Ibu Dina Laurina. Pendidikan dasar dan menengah telah ditempuh di Kota Bogor. Tamat SD Internasional Bogor tahun 2002, SLTP Negeri 1 Bogor tahun 2005, dan SMA di SMA Negeri 1 Bogor pada tahun 2008 Pendidikan berikutnya ia tempuh di Universitas Pamulang ia mengambil program studi Pendidikan Ekonomi. Semasa mahasiswa ia mendapat beasiswa dari Diktri selama dua tahun dari 2014 dan 2015. Saat ini penulis sedang bekerja di sebuah perusahaan Multi Nasional yang memproduksi alat elektronik dengan posisi sebagai supervisor. Selain itu penulis juga menjadi tentor pada PKBM di Jakarta Selatan, khusus nya untuk program paket B dan C.

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[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Lampiran 12: Contoh Sampul Makalah

KEAMANAN DAN KESEHATAN KARYAWAN

MAKALAH

Untuk Memenuhi Tugas Matakuliah: Manajemen Sumber Daya Manusia yang dibina
oleh Bapak Kharisma Danang Yuangga, S.Pd., M.Pd.

Oleh

ALMAS RYAN WIJAYA

NIM: 2012888111

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Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

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Lampiran 13: Contoh Penelitian

IMPLEMENTASI PEMBELAJARAN *COOPERATIVE INTREGATED READING COMPOSITION (CIRC)* UNTUK MENINGKATKAN HASIL BELAJAR MATA KULIAH SEJARAH TEORI EKONOMI MAHASISWA S1 PENDIDIKAN EKONOMI FKIP UNIVERSITAS PAMULANG

LAPORAN PENELITIAN

Oleh
SAIFUL ANWAR, S.Pd., SE., M.Pd
SOFFI SOFFIATUN, S.Pd., MM

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Storage

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Personalization

Analytics

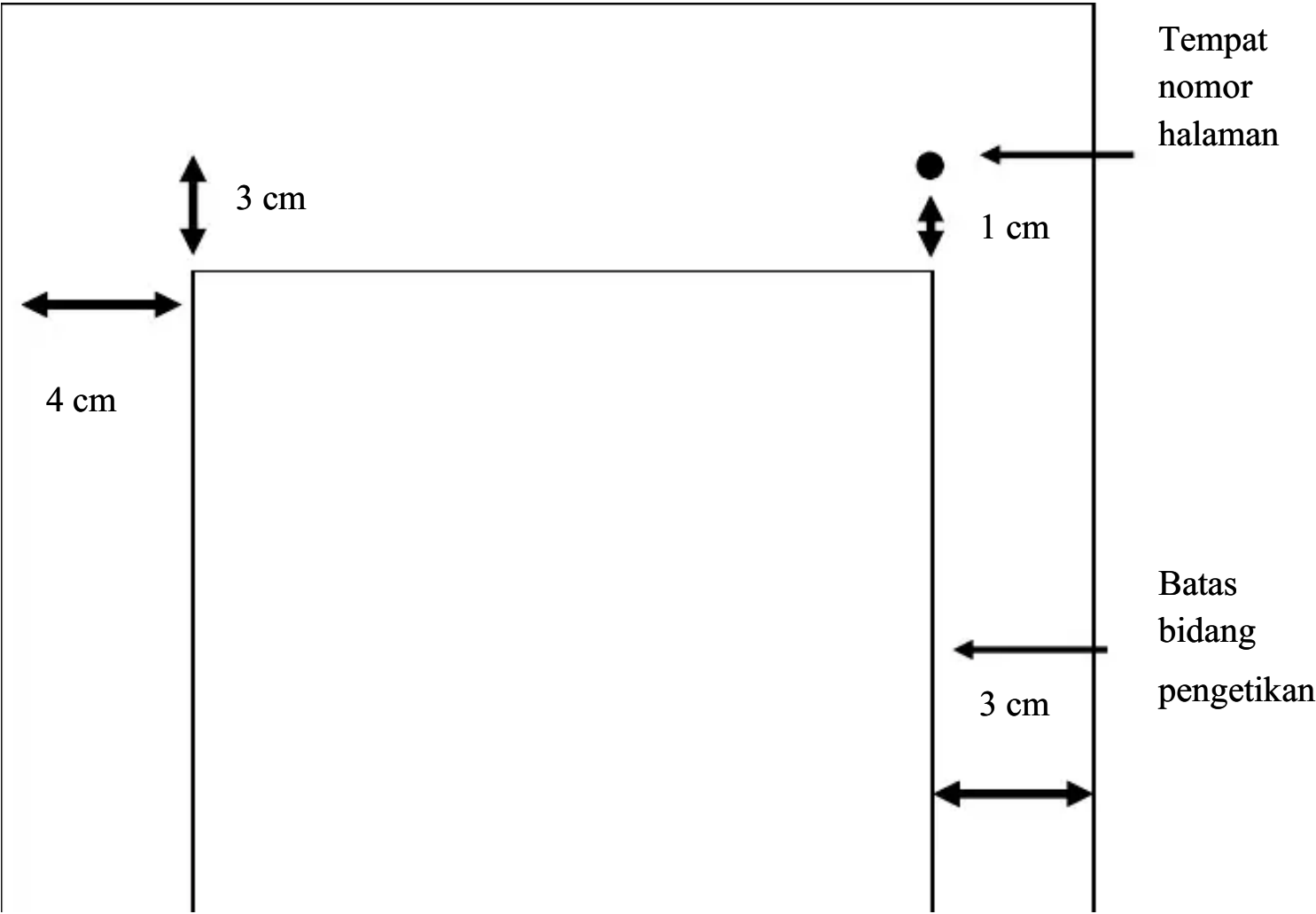
Save preferences

Accept All

Reject Non-Essential

JANUARI 2015

Lampiran 14: Ukuran Bidang Pengetikan



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Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential