

## ABSTRACT

**Megani, Tamara Gita.** (2015). *Investigating the Implementation of Ignatian Pedagogy in Interpreting Classes of the ELESP Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Sanata Dharma, as one of the Jesuit Universities, is expected to implement the Jesuit Education's goals. The main goal of the Jesuit Education is forming the students to be 'men and women for others'. Jesuit Education uses a learning paradigm that is usually known as Ignatian Pedagogy. Ignatian Pedagogy is used by the lecturer as a basis for preparing the learning plan. The study on the implementation of Ignatian pedagogy is rarely exposed. This study aimed to present the investigation on Ignatian Pedagogy implementation. The subjects of this study were two interpreting classes of ELESP (English Language Education Study Program), Sanata Dharma University. Specifically, the researcher chose interpreting class A and F batch 2011 as the subjects of this study.

There were two research problems formulated in this study. They were: 1) How is Ignatian Pedagogy implemented in the teaching-learning process of interpreting class? 2) How do the students perceive Ignatian Pedagogy in the interpreting class? Therefore, the objectives of this study were to investigate the implementation of Ignatian Pedagogy in teaching-learning process of the interpreting class and to identify how the students perceived the Ignatian Pedagogy implementation in the interpreting class.

This study used the mixed-method approach. There are two kinds of data gathered, i.e., qualitative and quantitative data. The researcher gained the answer from two sides, which were from the lecturers and from the students. In order to get the quantitative data, there was a set of questionnaire distributed to 42 students of interpreting class. Nevertheless, the qualitative data was gathered by conducting the interview. The researcher conducted the interview with five students and the lecturer of the interpreting class.

The result of the study showed that the lecturer implemented the Ignatian Pedagogy in two ways. The first way was having a systematical learning plan based on Ignatian Pedagogy cycles. The second way was providing several activities that help the improvement of 3C (competence, conscience and compassion). Meanwhile, the students also perceived the Ignatian Pedagogy by two ways. The first one was by having a good relationship with the lecturer. The other thing was the class activities, i.e., discussion and learning log which introduced the value of helping others and also the importance of reflection. The data from the questionnaire also showed that 83% of the students have positive perception toward the implementation of Ignatian Pedagogy in the interpreting class.

**Keywords:** Ignatian Pedagogy, interpreting class, implementation, ELESP

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*Sanata Dharma, salah satu universitas Jesuit, diharapkan dapat menerapkan tujuan dari pendidikan Jesuit. Tujuan utama tersebut adalah membentuk setiap mahasiswa menjadi 'manusia untuk dan bersama orang lain'. Pendidikan Jesuit menggunakan sebuah paradigma pembelajaran yang dikenal sebagai Pedagogi Ignasian. Pedagogi Ignasian digunakan oleh para dosen sebagai dasar mempersiapkan rencana pembelajaran. Penelitian mengenai penerapan Pedagogi Ignasian jarang ditemukan. Penelitian ini bertujuan untuk menyajikan penelusuran dalam penerapan Pedagogi Ignasian. Subjek dari penelitian ini adalah dua kelas interpreting di Program Studi PBI (Pendidikan Bahasa Inggris), Universitas Sanata Dharma. Untuk lebih rinci, peneliti memilih interpreting kelas A dan F angkatan 2011 sebagai subjek penelitian ini.*

*Terdapat dua rumusan masalah dalam penelitian ini, yaitu: 1) Bagaimanakah Pedagogi Ignasian diterapkan dalam proses belajar-mengajar di kelas interpreting? 2) Bagaimanakah mahasiswa mempersepsikan Pedagogi Ignasian di kelas interpreting? Maka, tujuan penelitian ini adalah menelusuri penerapan Pedagogi Ignasian dalam proses belajar-mengajar di kelas interpreting dan mengetahui bagaimana mahasiswa mempersepsikan penerapan Pedagogi Ignasian di kelas interpreting.*

*Penelitian ini menggunakan metode campuran. Terdapat dua jenis data yang dikumpulkan, yaitu data kualitatif dan kuantitatif. Peneliti mendapatkan jawaban rumusan masalah dari dua pihak. Kedua pihak tersebut adalah pihak dosen dan pihak mahasiswa. Untuk mendapatkan data kuantitatif, satu set kuesioner telah disebar kepada 42 mahasiswa dari kelas interpreting. Sedangkan data kualitatif dikumpulkan dengan melaksanakan wawancara. Peneliti telah melaksanakan wawancara dengan lima orang mahasiswa dan dosen dari kelas interpreting.*

*Hasil penelitian menunjukkan bahwa dosen menerapkan Pedagogi Ignasian melalui dua cara. Cara pertama adalah memiliki rencana pembelajaran yang berdasarkan siklus Pedagogi Ignasian. Cara kedua adalah memberikan beberapa aktifitas yang membantu perkembangan 3C (competence, conscience and compassion). Sementara itu, mahasiswa mempersepsikan Pedagogi Ignasian melalui dua hal. Hal yang pertama yaitu melalui hubungan yang baik dengan dosen. Hal yang lainnya yaitu lewat aktifitas-aktifitas kelas. Sebagai contoh, diskusi dan learning log yang memperkenalkan mereka tentang nilai dari membantu orang lain dan arti penting refleksi. Data hasil kuesioner menunjukkan bahwa sebesar 83% murid bertanggung positif mengenai penerapan Pedagogi Ignasian di kelas interpreting.*

**Kata Kunci:** Ignatian Pedagogy, interpreting class, implementation, ELESP