

## ABSTRAK

Penelitian ini dilatarbelakangi kurangnya model pembelajaran dalam meningkatkan prestasi belajar siswa di sekolah dasar. Penelitian ini juga dilatarbelakangi adanya teori bahwa penerapan model pembelajaran Paradigma Pedagogi Reflektif mampu meningkatkan prestasi belajar siswa. Penelitian ini bertujuan untuk mengetahui perbedaan prestasi belajar siswa atas penerapan Paradigma Pedagogi Reflektif.

Penelitian ini adalah penelitian *quasi experimental* dengan desain *nonequivalent control group*. Populasi pada penelitian ini adalah seluruh siswa kelas IV SD N Candirejo 1 dan sampel pada penelitian ini adalah siswa kelas IVA sebagai kelompok eksperimen dan kelas IV B sebagai kelompok kontrol. Data penelitian ini diperoleh dari hasil *pretest* dan *posttest* dilakukan dengan menggunakan 11 soal pilihan ganda yang telah diuji validitas dan reliabilitasnya. Prosedur analisis penelitian ini terdiri dari uji prasyarat analisis (normalitas dan homogenitas), dan uji hipotesis menggunakan *independent t-test* yang didukung dengan penggunaan Microsoft Excel dan *Statistical Product and Service Solutions* (SPSS).

Hasil analisis data menunjukkan rata-rata skor *posttest* kelompok kontrol lebih rendah (Mean = 64,86; Standar Error of Mean = 2,389) dibandingkan dengan skor *posttest* kelompok eksperimen (Mean = 75,77; Standar Error of Mean = 2,847). Perbedaan ini signifikan dengan perhitungan *independent t-test* menunjukkan tingkat/derajat signifikansi 0,005 ( $\leq 0,05$ ). Dapat dikatakan bahwa terdapat perbedaan yang signifikan pada prestasi belajar siswa atas penerapan paradigma pedagogi reflektif.

Kata Kunci : Prestasi belajar, Paradigma Pedagogi Reflektif

## **ABSTRACT**

*The background of the study was caused by the lack of learning model in improving the students' achievement in elementary school. Besides, there was a theory that the implementation of reflective pedagogical paradigm learning model is adequate to improve the students' achievement. The objective of this study was to know the differences of students' achievement over Reflective Pedagogical Paradigm implementation.*

*The type of the research applied in this study was a quasi experimental which the design was nonequivalent control group. The population of the research was all the 4<sup>th</sup> grade students of SD N Candirejo 1. The sample of the research was divided into experimental group and control group. The experimental group was the 4<sup>th</sup> A and the control group was the 4<sup>th</sup> B. The collected data were obtained from the pretest and posttest that were done by 11 multiple choices that have been tested for the validity and reliability. The procedure of research analysis was the prerequisite test analysis (normality and homogeneity), and the hypothesis test was using independent t-test that was supported by Microsoft Excel and Statistical Product and Service Solutions (SPSS).*

*The study reports that the mean score of the posttest in the control group was lower (Mean = 64,86; Standart Error of Mean = 2,389) than the posttest score in the experimental group (Mean = 75,77; Standart Error of Mean = 2,847). There was significance with the independent t-test shows the significant level 0,005 ( $\leq 0,05$ ). It can be said that there was significant difference in the students' achievement over the Reflective Pedagogical Paradigm implementation.*

*Keywords: learning achievement, reflective pedagogical paradigm.*