

ABSTRAK

**PENERAPAN PARADIGMA PEDAGOGI REFLEKTIF
PADA PEMBELAJARAN DALIL PYTHAGORAS
DI SMP KANISIUS TIRTOMOYO**

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Penelitian ini bertujuan untuk mendeskripsikan langkah-langkah pelaksanaan pembelajaran dalil Pythagoras dan penerapan paradigma pedagogi reflektif pada pembelajaran dalil Pythagoras di SMP Kanisius Tirtomoyo.

Penelitian ini merupakan penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan langkah-langkah pelaksanaan pembelajaran dalil Pythagoras dan penerapan paradigma pedagogi reflektif pada pembelajaran yang telah dilaksanakan. Subjek penelitian ini adalah seorang guru matematika dan siswa kelas VIIIC SMP Kanisius Tirtomoyo. Pengumpulan data berlangsung pada tanggal 5 - 13 Oktober 2009, selama empat kali pertemuan. Pada pertemuan pertama, kedua, dan ketiga, subjek melakukan pembelajaran yang berisi pembahasan materi dalil Pythagoras beserta latihan soal. Pada pertemuan keempat dilakukan ulangan harian/ evaluasi mengenai materi dalil Pythagoras yang telah dipelajari. Pengumpulan data penelitian diperoleh dengan cara merekam kegiatan pembelajaran dengan alat bantu handycam. Analisis data dilakukan dengan prosedur : (i) reduksi data yang meliputi transkripsi data rekaman video dan penentuan topik-topik data, (ii) kategorisasi data, dan (iii) penarikan kesimpulan.

Hasil penelitian berupa deskripsi langkah-langkah pelaksanaan pembelajaran dalil Pythagoras dan penerapan paradigma pedagogi reflektif pada pembelajaran dalil Pythagoras di SMP Kanisius Tirtomoyo. Langkah-langkah pelaksanaan pembelajaran pertemuan pertama terdiri dari: (1). Subjek guru memperhatikan kesiapan siswa sebelum memulai pelajaran; (2). Subjek guru mengulang pembahasan materi prasyarat; (3). Subjek guru bersama subjek siswa membahas materi dalil Pythagoras. Langkah-langkah pelaksanaan pembelajaran pertemuan kedua terdiri dari: (1). Subjek guru melanjutkan pembahasan materi luas persegi dengan menggunakan luas segitiga siku-siku; (2). Subjek guru memberikan tugas untuk bekerja kelompok; (3). Subjek guru memberikan tugas rumah. Langkah-langkah pelaksanaan pembelajaran pertemuan ketiga terdiri dari: (1). Subjek guru membahas dalil Pythagoras dan penurunan rumusnya; (2). Subjek guru memberikan latihan soal; (3). Subjek guru mengajak siswa untuk membuktikan dalil Pythagoras. Langkah-langkah pelaksanaan pembelajaran pertemuan keempat terdiri dari: (1). Subjek guru memperhatikan keadaan subjek siswa untuk memulai ulangan; (2). Subjek siswa mengerjakan soal ulangan; (3). Subjek guru mengajak subjek siswa melakukan permainan matematika. Prinsip-prinsip paradigma pedagogi reflektif yang telah diterapkan yaitu: (i) Proses pembelajaran disesuaikan dengan konteks subjek siswa, dan (ii) Pengembangan nilai-nilai kemanusiaan melalui dinamika pengalaman. Pada pertemuan ketiga dan keempat, perwujudan nilai-nilai kemanusiaan dalam bentuk sikap nyata (aksi) dan penyadaran nilai-nilai kemanusiaan yang terkandung di dalam pengalaman melalui refleksi juga telah diterapkan.

ABSTRACT

**THE APPLICATION OF THE REFLECTIVE PEDAGOGY PARADIGM IN
PYTHAGORAS THEORY LEARNING PROCESS
IN JUNIOR HIGH SCHOOL OF KANISIUS TIRTOMOYO**

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The aims of this research are to describe what are the steps of Pythagoras theory learning process and how is the application of the reflective pedagogy paradigm of Pythagoras theory learning process in Junior High School of Kanisius Tirtomoyo.

This research represents the qualitative descriptive research. The characteristic of the collected data is qualitative for it connects with the steps to do Pythagoras theory learning process and the application of the reflective pedagogy paradigm of the learning process which has been done. The subject of this research is a mathematics teacher and the students of class VIIC of Junior High School of Kanisius Tirtomoyo. Data were collected from 5 to 13 October 2009 at four meetings. In the first, second and third meeting, the subject did the learning process which consists of the material explanation of Pythagoras theory and its exercises. In the fourth meeting, a regular examination of the material was done as the evaluation. The research data collection was gotten by recording learning process activities using the handycam. The analysis was done by the following procedures: (i) data reduction consists of video recording data transcription and determination of topics, (ii) categorizing the data, and (iii) withdrawing the conclusion.

The results of the research are the description of the steps to do Pythagoras theory learning process and the application of the reflective pedagogy paradigm of Pythagoras theory learning process in Junior High School of Kanisius Tirtomoyo. The steps to do the learning process of first meeting as follows: (1). The teacher paid attention on students preparation before starting the lesson; (2). The teacher rehearsed the prerequisite material explanation; 3. The subject and the students discussed the material of Pythagoras theory. The steps to do the learning process of second meeting are: (1). The teacher continued the material explanation of the extent of a square by using the extent of right-angled triangle; (2). The teacher gave a worked-in-group task; (3). The teacher gave a homework. The steps to do the learning process of third meeting consists of: (1). The teacher explained Pythagoras theory and its descendent formulas; (2). The teacher gave exercises; (3). The teacher persuaded the students to prove Pythagoras theory. The learning process steps to do in fourth meeting are: (1). The teacher paid attention in students conditions to follow the examination; (2). The teacher did the examination; (3). The teacher invited the students to follow mathematics games. The principles of reflective pedagogy paradigm which has been applied are: (i). Learning process is conformed to students context, (ii). Human values are developed through experience dynamics. In the third and fourth meeting, the actualization of human values in real action and the awareness of human values included within experience through reflection have also been applied.