

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

**Endang Trisnawati. 2010. Perencanaan, Pelaksanaan dan Hasil Pembelajaran Matematika di Kelas RSBI. Program Studi Pendidikan Matematika. Jurusan Pendidikan Matematika dan ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma Yogyakarta.**

Adanya pro dan kontra mengenai diselenggarakannya RSBI membuat banyak pihak bertanya apakah pelaksanaan dan hasil RSBI lebih baik dibandingkan dengan sekolah-sekolah yang sudah ada sebelumnya.

Penelitian ini bertujuan untuk mendeskripsikan bagaimana perencanaan, pelaksanaan dan hasil pembelajaran di RSBI, khususnya di kelas XF SMA Stella Duce 1 Yogyakarta yang sudah berstatus RSBI sejak tahun ajaran 2007/2008.

Penelitian ini merupakan penelitian kualitatif deskriptif. Penelitian ini merupakan penelitian yang menggambarkan pada keadaan yang sebenarnya dan berusaha mengungkapkan fenomena yang ada dalam keadaan tersebut. Pengumpulan data dilaksanakan pada tanggal 06 November 2009, 13 November 2009 dan 30 November 2009 di kelas XF RSBI SMA Stella Duce 1. Data berupa Rencana Pelaksanaan Pembelajaran (RPP), hasil pengamatan, hasil wawancara dan nilai-nilai siswa. Pelaksanaan penelitian dilakukan dengan pengamatan langsung di kelas dengan merekam kegiatan pembelajaran menggunakan *handycam* serta dibantu oleh dua orang observer. Selain itu dilakukan wawancara dengan guru serta pemberian Rencana Pelaksanaan Pembelajaran (RPP) dan nilai-nilai siswa oleh guru.

Hasil penelitian ini menunjukkan bahwa (1) Perencanaan Pembelajaran Matematika di Kelas RSBI sudah sesuai dengan Kurikulum Tingkat Satuan Pendidikan (KTSP) dan sudah mencakup beberapa ciri RSBI, (2) Pelaksanaan Pembelajaran Matematika di Kelas RSBI sudah cukup baik tetapi masih perlu ditingkatkan lagi demi memenuhi indikator kinerja kunci tambahan (x) sebagai jaminan mutu pendidikan bertaraf internasional, (3) Dilihat dari segi nilai disimpulkan bahwa siswa belum mencapai nilai ketuntasan, (4) Jika dibandingkan dengan kelas regular biasa sudah jelas terlihat perbedaan proses pelaksanaan pembelajaran di RSBI lebih baik dari segi guru, metode pembelajaran, media pembelajaran, siswa dan penilaian, (5) Kriteria sekolah SBI tidak terpenuhi.

## ABSTRACT

**Endang Trisnawati. 2010. The Planning, the Implementation and the Results of Mathematics Learning in an International Standard Pioneering School Classroom. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.**

The existence of International Standard Pioneering Schools (RSBI) made many people ask whether the implementation and the results of RSBI are better than those of the schools that already exist.

The purpose of this study was to describe how the planning, the implementation and the learning outcomes in an International Standard Pioneering School, especially in grade XF of Stella Duce 1 Senior High School Yogyakarta, which has become an RSBI since 2007/2008 school year.

This study was a descriptive qualitative study. This study describes the actual situation and tries to uncover the phenomena that exist in these circumstances. The data were collected on November 6<sup>th</sup> 2009, November 13<sup>th</sup> 2009 and November 30<sup>th</sup> 2009 at grade XF of Stella Duce 1 Senior High School. Data were presented in the form of Lesson Implementation Plan, observations, interviews and evaluation scores of students. The data collection was conducted by means of direct observation in the classroom and by recording the learning activities using handycam, assisted by two observers. In addition, interviews were conducted with the teacher. Other instruments used were Lesson Implementation Plan and the test for evaluating of the students by the teacher.

The results of this research showed that (1) Mathematics Lesson Planning in the International Standard Pioneering School classroom was in accordance with the Unit Level Education Curriculum which includes some features of International Standard Pioneering School, (2) The implementation of the mathematics learning program in the International Standard Pioneering School classroom was good enough but it still needs to achieve additional key performance indicator (x) as a of quality improvement guarantee in international education, (3) Viewed from the evaluation scores, it was concluded that the students have not reached the completeness requirement, (4) In terms of the teacher, teaching methods, instructional media, students and assessments, the proses of learning in RSBI was better than that in the regular classes, which showed abvious differences of both types of classes, (5) On the whole, some of the International Standard Pioneering Schools have not met the criteria of a true International Standard Pioneering School.