

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Candraningsih, Kristina, 2010. *Penerapan Standar Penilaian Pendidikan Dalam Pembelajaran Materi Peluang Di Kelas XI SMA Kanisius Tirtomoyo*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mendeskripsikan langkah – langkah pelaksanaan pembelajaran dan sejauh mana prinsip – prinsip dalam Standar Penilaian Pendidikan diterapkan oleh guru dalam pembelajaran matematika dengan materi peluang.

Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan langkah – langkah pelaksanaan pembelajaran dan penilaian yang dilakukan pada pembelajaran matematika di kelas XI. Subjek penelitian ini adalah guru matematika kelas XI SMA Kanisius Tirtomoyo. Pengumpulan data berlangsung pada tanggal 29 September – 15 Oktober 2009, berlangsung selama lima kali pertemuan. Pertemuan pertama sampai keempat terjadi di dalam kelas pada saat penyajian materi Peluang. Pertemuan kelima merupakan kegiatan evaluasi yang mencakup keseluruhan materi Peluang yang telah dipelajari pada pertemuan pertama sampai keempat. 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 : langkah – langkah pelaksanaan pembelajaran dan penilaian hasil belajar yang dilakukan oleh guru. Langkah – langkah pelaksanaan pembelajaran pada pertemuan pertama meliputi (i) Subjek guru mengenalkan tentang konsep umum peluang, (ii) Subjek guru dan siswa membahas percobaan, ruang sampel dan titik sampel, (iii) Subjek guru dan siswa membuat kesimpulan, dan (iv) Subjek guru dan siswa membahas peluang pada pelemparan dadu; pada pertemuan kedua meliputi (i) Subjek guru mengulang materi pada pertemuan pertama, (ii) Subjek guru menjelaskan materi kejadian, dan (iii) Subjek guru dan siswa membahas nilai peluang suatu kejadian; pada pertemuan ketiga meliputi (i) Subjek guru dan siswa membahas materi frekuensi harapan, (ii) Subjek guru dan siswa membahas materi peluang pada operasi kejadian, dan (iii) Subjek guru dan siswa membahas materi komplemen suatu kejadian; pada pertemuan keempat meliputi (i) Subjek guru mengkondisikan siswa dan mengulang materi pada pertemuan sebelumnya, (ii) Subjek guru dan siswa membahas frekuensi relatif, dan (iii) Subjek guru dan siswa membahas materi peluang kejadian saling bebas; pada pertemuan kelima meliputi (i) Subjek guru menyiapkan siswa dan kelas, (ii) Kegiatan evaluasi, dan (iii) Subjek siswa mengumpulkan lembar jawab ulangan. Prinsip – prinsip pelaksanaan penilaian menurut Standar Penilaian Pendidikan yang telah diterapkan meliputi (i) Prinsip

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I(Penilaian pendidikan adalah proses pengumpulan dan pengolahan informasi untuk menentukan pencapaian hasil belajar peserta didik) yang diterapkan pada pertemuan kelima; (ii) Prinsip III(Penilaian hasil belajar oleh pendidik menggunakan berbagai teknik penilaian berupa tes, observasi, penugasan perseorangan atau kelompok, dan bentuk lain yang sesuai dengan karakteristik kompetensi dan tingkat perkembangan peserta didik) yang diterapkan pada pertemuan pertama; (iii) Prinsip IV(Teknik tes berupa tes tertulis, tes lisan, dan tes praktik atau tes kinerja) yang diterapkan pada pertemuan pertama, dan kelima; (iv) Prinsip V(Teknik observasi atau pengamatan dilakukan selama pembelajaran berlangsung dan/atau di luar kegiatan pembelajaran) yang diterapkan pada pertemuan pertama, kedua, ketiga, dan keempat; dan (v) Prinsip VI(Teknik penugasan baik perseorangan maupun kelompok dapat berbentuk tugas rumah dan/atau proyek) yang diterapkan pada pertemuan pertama, kedua, ketiga dan keempat.



ABSTRACT

Candraningsih, Kristina, 2010. *The Implementation of Education Assessment Standard in Probability Learning to Eleventh Grade Kanisius Tirtomoyo Senior High School*. Thesis. Math Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This study was aimed to describe the learning steps and how far the rules in Education Assessment Standard was applied by the teacher in teaching Mathematic subject which its material is "Probability".

The study was a kind of descriptive qualitative research. The data gathered were qualitative data related to the learning steps and the assessments on mathematic of 11th grade. Its subject was the 11th grade's Mathematic teacher of Kanisius Tirtomoyo Senior High School. The data were collected in five meetings on September 29th until October 15th, 2009. The first until forth meeting were held inside the class during the process of teaching learning Probability. The last meeting was the evaluation test which accomplished all the materials of Chance which had been taught on the previous meeting. The data collection was gained by recording the learning activities using handy-cam. The data were analyzed by the procedures of: (i) reducing of data included the data transcription of the video recording and determining the topics of data, (ii) categorizing the data, and (iii) concluding the data.

The result of this study was the learning steps and assessments of learning output which was done by the teacher. The learning steps on the first meeting were (i) Teacher introduced the concept of Probability, (ii) Teacher and students discussed the trial, space of sample, and point of sample, (iii) Teacher and students made the conclusion about the trial, and (iv) Teacher and students discussed the Probability of throwing a dice. On the second meeting, the learning steps were (i) Teacher repeated the previous material, (ii) Teacher explained the material of Occurrence, and (iii) Teacher and students discussed the chance of an Occurrence. Hence, the learning steps of the third meeting were (i) Teacher and students discussed the material of Hoped Frequency, (ii) Teacher and students discussed the material of chance on occurrences, and (iii) Teacher and students discussed the complements of an occurrence. Besides, the learning steps of the forth meeting were (i) Teacher made the student repeating the previous materials, (ii) Teacher and students discussed the Relative Frequency, and (iii) Teacher and students discussed the material of Freely Chance of an Occurrence. The last, on the fifth meeting, the learning steps were (i) Teacher conducted a test, (ii) Students did the evaluation test, and (iii) Students submitted the answer sheets of the test.

The rules of the assessment based on Education Assessment Standard were (i) Rule 1 (Assessment is a process of submitting and processing information to determine the student's achievement learning result) which was applied on the fifth meeting; (ii) Rule 3 (Assessment should be assessed by teacher using assessment techniques in form of test, observation, individual or group task, etc., based on the

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competency characteristic and the progress of students) which was applied on the first meeting; (iii) Rule 4 (The test are written test, oral test, and practical test) which was applied on the first and fifth meeting; (iv) Rule 5 (The observation technique should be done during the learning processes and/or outside the learning processes) which was applied on the first, second, third, and forth meeting; and (v) Rule 6 (Individual or group tasking technique can be take home task or student project) which was applied on the first, second, third, and forth meeting.

