

ABSTRAK

Asdika Gaharani, Emiliana, 2010. *Langkah-Langkah Pelaksanaan Pembelajaran dan Penerapan Prinsip Evaluasi Berparadigma Pedagogi Reflektif di Kelas XI IPA SMA Kanisius Tirtomoyo*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk: (1) mengetahui langkah-langkah pelaksanaan pembelajaran peluang di kelas XI IPA SMA Kanisius Tirtomoyo, (2) mengetahui sejauh mana prinsip-prinsip evaluasi kemajuan belajar siswa menurut Pradigma Pedagogi Reflektif diterapkan dalam pembelajaran tersebut.

Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan langkah-langkah pelaksanaan pembelajaran dan prinsip-prinsip evaluasi menurut paradigma pedagogi reflektif. Subjek penelitian ini adalah guru dan siswa kelas XI IPA SMA Kanisius Tirtomoyo. Pengumpulan data berlangsung pada tanggal 29 September 2009–15 Oktober 2009, berlangsung selama lima kali pertemuan. Pada pertemuan pertama sampai pertemuan keempat pelaksanaan kegiatan pembelajaran. Pada pertemuan kelima diadakan ulangan harian materi peluang. 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 dari penelitian ini menunjukkan bahwa: (1) Langkah-langkah pelaksanaan pembelajaran yang terjadi selama lima kali pertemuan adalah: (a) pertemuan pertama: (i) mengenalkan materi mengenai konsep peluang, (ii) membahas pengertian titik sampel, percobaan, dan ruang sampel, (iii) mengulang materi yang baru dipelajari, (iv) membahas peluang yang terjadi pada pelemparan dadu, (b) pertemuan kedua: (i) mengulang materi yang sudah dipelajari pada pertemuan pertama, (ii) membahas materi tentang Kejadian, (iii) membahas materi tentang nilai suatu kemungkinan dan kisaran nilai Peluang, (c) pertemuan ketiga: (i) membahas materi tentang frekuensi harapan, (ii) membahas peluang operasi kejadian, peluang dua kejadian tidak saling asing, dan peluang kejadian saling asing, (iii) membahas peluang komplemen suatu kejadian, (d) pertemuan keempat: (i) merangkum semua materi tentang peluang yang sudah dipelajari pada pertemuan ketiga, (ii) membahas materi tentang frekuensi relatif, (iii) membahas materi tentang peluang kejadian saling bebas, peluang kejadian saling berkaitan, (e) pertemuan kelima: (i) menyiapkan kelas dan siswa, (ii) kegiatan ulangan harian, (iii) pengumpulan hasil pekerjaan siswa. (2) Terdapat tiga prinsip evaluasi menurut PPR yang sudah diterapkan antara lain: (a) melaksanakan kegiatan evaluasi akademik dan evaluasi perkembangan nilai kemanusiaan, (b) melaksanakan evaluasi akademik sesuai pedoman kurikulum yang berlaku (c) evaluasi nilai-nilai kemanusiaan tentang nilai kerjasama dan tolong menolong diperoleh dengan menggunakan metode observasi. (3) Evaluasi nilai-nilai kemanusiaan merupakan bagian yang tak terpisahkan dari 5 unsur dinamika

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

pembelajaran PPR yang berurutan belum tampak dalam pembelajaran materi Peluang. Unsur dinamika pembelajaran PPR yang tampak adalah unsur konteks dan pengalaman. (4) Dalam melaksanakan evaluasi pembelajaran materi Peluang dengan menerapkan Paradigma Pedagogi Reflektif, tampak evaluasi akademik lebih dominan dilakukan dibandingkan evaluasi perkembangan nilai kemanusiaan.



ABSTRACT

Asdika Gaharani, Emiliana, 2010. *Steps of Learning Implementation and Application of Reflective Pedagogy Paradigmatic Evaluation Principle in Eleventh Grade Science SMA Kanisius Tirtomoyo*. Thesis. Math Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This study aims: (1) to understand the steps of probability learning implementation in eleventh grade science SMA Kanisius Tirtomoyo, (2) to know how far the principles of students' learning progress evaluation based on reflective pedagogy paradigmatic applied in the learning.

This research is a qualitative descriptive research. The data collected is qualitative, relating to the steps of learning implementation and the principles of evaluation based on reflective pedagogy paradigmatic. The subjects were the teachers and eleventh grader science SMA Kanisius Tirtomoyo. The gathering data took place on September 29th, 2009 – October 15th, 2009, during five meetings. The first meeting until the fourth meeting were used for learning activities implementation. The fifth meeting was held for daily test of probability material. The research data was obtained by recording the learning activities with handycam. Data analysis was done with the procedure: (i) data reduction that included transcript of video recording data and determining the topics of the data, (ii) categorization of data, and (iii) conclusion.

The result finding from this research shows that: (1) The steps of learning implementation that occurred during the five meetings were: (a) the first meeting: (i) introduce the material of probability concept, (ii) discuss the understanding of sample point, experiments, and space sample, (iii) review newly learned material, (iv) discuss the probability that occurs at the toss of dice, (b) the second meeting: (i) review the material that have been learned during the first meeting, (ii) discuss the material on Event, (iii) discuss the material of probability value and range of Probability value, (c) the third meeting: (i) discuss the material of the expectation frequency, (ii) discuss the probability of the incident occurrence, the probability of two events that are not unknown to each other, and probability of events that are unknown to each other, (iii) discuss the complement probability of an event, (d) the fourth meeting: (i) summarize all the material about probability that have been learned at the third meeting, (ii) discuss the material of relative frequency, (iii) discuss the material of occurrence probabilities that are independent, the occurrence probabilities that are interrelated, (e) the fifth meeting: (i) prepare the classroom and students, (ii) daily tests activities, (iii) collection of students' work. (2) There are three evaluation principles that have been applied according to PPR, namely: (a) conduct an evaluation of academic and evaluation of humanity value development, (b) conduct academic evaluation based on applicable curriculum guidelines (c) the evaluation of humanity values about the value of cooperation and help each other obtained by using the method of observation. (3) Evaluation of humanity values cannot be separated from the five PPR learning dynamic elements which are in the sequence. This not yet appeared in the Probability

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

material learning. PPR learning dynamic element that appears is the element of context and experience. (4) In conducting the evaluation of Probability material learning by applying Reflective Pedagogy Paradigm, academic evaluation appears more dominant than the evaluation of humanity value development.

