

## ABSTRAK

Siswoyo, F. Purbajati Dani, 2010. *Tinjauan Penerapan Paradigma Pedagogi Reflektif Pada Pembelajaran Peluang 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 mendeskripsikan langkah-langkah pembelajaran matematika materi peluang dan meninjau sejauh mana penerapan paradigma pedagogi reflektif di kelas XI IPA SMA Kanisius Tirtomoyo.

Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif deskriptif yang bertujuan untuk mengungkapkan fenomena dalam keadaan yang sebenarnya. Data yang dikumpulkan bersifat kualitatif, berkaitan dengan proses pembelajaran yang berlangsung. Subjek penelitian ini adalah seorang guru mata pelajaran matematika di kelas XI IPA SMA Kanisius Tirtomoyo pada saat kegiatan pembelajaran berlangsung yang bertujuan untuk mendeskripsikan langkah-langkah pembelajaran matematika materi peluang dan meninjau sejauh mana penerapan paradigma pedagogi reflektif di kelas XI IPA SMA Kanisius Tirtomoyo. Penelitian ini dilaksanakan di kelas XI IPA selama lima kali pertemuan yang dimulai tanggal 29 September 2009 sampai 15 Oktober 2009. Pengumpulan data diperoleh dengan merekam kegiatan pembelajaran menggunakan *handy-cam*. Data-data yang diperoleh dianalisis melalui proses analisis data, yaitu : (i) transkripsi, (ii) penentuan topik-topik data, (iii) penentuan kategori data, dan (iv) penarikan kesimpulan.

Hasil penelitian terdiri dari uraian langkah-langkah pembelajaran materi peluang dan uraian penerapan paradigma pedagogi reflektif. Langkah-langkah pembelajaran materi peluang : (i) pertemuan pertama ; subjek guru mengenalkan materi peluang dengan bercerita tentang asal mula ilmu peluang, subjek guru membentuk kelompok untuk melakukan percobaan pelemparan koin serta memberi contoh melakukan percobaan pelemparan koin, subjek siswa melakukan percobaan pelemparan koin, subjek guru membahas hasil pelemparan koin yang telah dilakukan dalam kelompok, subjek siswa menuliskan kesimpulan dari hasil percobaan yang sudah dilakukan dalam kelompok, (ii) pertemuan kedua ; subjek guru mengecek pengetahuan siswa tentang percobaan, ruang sampel, dan titik sampel, subjek guru mengenalkan kejadian pada pelemparan dadu dan permainan kartu bridge, subjek guru memberikan tugas kelompok tentang kejadian pelemparan dua buah dadu, subjek siswa mengerjakan tugas dalam kelompok, subjek guru membahas tugas kelompok tentang kejadian pelemparan dua buah dadu, subjek guru membahas tentang kisaran peluang, subjek guru memberikan tugas kelompok tentang kejadian permainan kartu bridge, subjek siswa

## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

mengerjakan tugas secara kelompok, subjek guru membahas tugas kelompok, (iii) pertemuan ketiga ; subjek guru membahas tentang frekuensi harapan serta memberikan contoh tentang frekuensi harapan, subjek guru memberikan tugas kelompok tentang frekuensi harapan, subjek siswa mengerjakan tugas dalam kelompok, subjek guru membahas hasil dari tugas kelompok, subjek guru membahas tentang peluang operasi kejadian serta memberikan contoh tentang peluang operasi kejadian, subjek guru memberikan tugas kelompok tentang kasus peluang operasi kejadian, subjek siswa mengerjakan tugas dalam kelompok, subjek guru membahas hasil dari tugas kelompok, subjek guru memberikan soal tentang permainan kartu bridge, (iv) pertemuan keempat ; subjek guru menyuruh melanjutkan tugas yang belum selesai pada pertemuan sebelumnya, subjek guru menyuruh siswa menuliskan ringkasan materi dari pertemuan pertama sampai pertemuan ketiga. Untuk membantu subjek siswa dalam menuliskan ringkasan, subjek guru membantu mengingat-ingat materi yang sudah dipelajari oleh subjek siswa, subjek guru membahas frekuensi relatif, subjek guru memberikan contoh tentang frekuensi relatif di papan tulis, subjek guru membahas peluang dua kejadian saling bebas, subjek guru memberikan tugas tentang peluang dua kejadian saling bebas, (v) pertemuan kelima ; subjek guru menyiapkan subjek siswa untuk mengikuti ulangan harian tentang materi peluang, subjek guru menuliskan soal ulangan di papan tulis, subjek siswa mengerjakan soal ulangan di selembar kertas. Penerapan paradigma pedagogi reflektif meliputi dua prinsip, yaitu : penerapan prinsip konteks, dan prinsip pengalaman.

## ABSTRACT

Siswoyo, F. Purbajati Dani, 2010. The Reflective Pedagogy Paradigm Application Review to Probability Learning in the Class XI Science Tirtomoyo Canisius High School. Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

This study is aimed to describe the steps of probabilities mathematics learning materials and to review the extent to which the application of reflective pedagogical paradigm in class XI Science Kanisus Tirtomoyo high school.

The method used in this study is a descriptive qualitative research method that aimed to reveal the phenomenon in the real situation. The data collected is qualitative, related to the ongoing learning process. The subject of this research is a teacher of mathematics subjects in class XI Science Tirtomoyo Canisius High School during the learning activities take place which the aim was to describe the steps of probabilities mathematics learning materials and to review the extent to which the application of reflective pedagogical paradigm in class XI Science Tirtomoyo Canisius High School. This research was conducted in class XI Science for five meetings, which began on 29 September 2009 to October 15, 2009. The data collection was obtained by recording the learning activities using the handy-cam. These data were then analyzed through the data analysis process, namely: (i) transcription, (ii) determining the topics of data, (iii) the determination of categories of data, and (iv) conclusion.

The results of the research consist of descriptions of the steps of probabilities learning materials and a description of the implementation of the reflective pedagogical paradigm. The steps of probabilities learning materials: (i) the first meeting; the teacher subject introduced the material with stories about the origin of the opportunities, the teacher subject formed a group to conduct a coin toss experiment and gave examples of coin tossing experiment, the student subjects conducted the coin toss experiment, the teacher subject discussed the results of coin tosses that has been conducted in groups, the student subjects wrote conclusions from the results of experiments which had been conducted in groups, (ii) the second meeting; the teacher subject checked the student subjects' knowledge about the probationary, the sample space and sample points, the teacher subject introduced event of dice throwing and the card game bridge, the teacher subject gave the task group on event of throwing two dice, the student subjects worked on the tasks in the groups, the teacher subject discussed the group tasks about the event of throwing two dice, the teacher subject discussed the range of opportunities, the teacher subject gave the group tasks about the event of the

## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

card game bridge, the student subjects worked on the group tasks, the teacher subject discussed the group task, (iii) the third meeting; the teacher subject discussed the expected frequency and provided the examples of the expected frequency, the teacher subject gave the group tasks on the expected frequency, the student subjects worked on the tasks in the groups, the teacher subject discussed the results of the group task, the teacher subject discussed the event opportunities operation and provided the examples of event opportunities operation, the teacher subject gave the group task about the case of event opportunities operation, the student subjects worked on the tasks in the groups, the subject teacher discussed the results of the group tasks, the teacher subject gave questions about the card game bridge, (iv) The fourth meeting; the teacher subject told the student subjects to continue the unfinished task on the previous meeting, the teacher subject told the student subjects to write a summary of the material from the first meeting until the third meeting. To assist the student subjects in writing a summary of the subject, the teacher subject helped reminding about the materials which had been learned by the subject students, the teacher subject discussed the relative frequency, the teacher subject provided the examples of relative frequency on the blackboard, the teacher subject discussed the opportunitie of the two event which are independent , the teacher subject gave the task of the opportunities of the two event which are independent, (v) The fifth meeting; the teacher subject prepared the student subjects to follow the daily test of opportunities material, the teacher subject wrote the test's questions on the blackboard, the student subjects worked on the test in a sheet of paper. The application of reflective pedagogy paradigm consists of two principles, namely: the application of the principle of context, and the principles of experience.