

ABSTRAK

Iswandaru, Vinsensius Prita. 2010. *Penerapan Evaluasi Kemajuan Belajar Siswa Dalam Pembelajaran Dalil Pythagoras Berparadigma Pedagogi Reflektif di SMP Kanisius Tirtomoyo*. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mendeskripsikan bagaimana langkah-langkah pelaksanaan pembelajaran dan sejauh mana prinsip-prinsip evaluasi kemajuan belajar siswa menurut Paradigma Pedagogi Reflektif (PPR) pada pembelajaran matematika dengan materi Dalil Pythagoras kelas VIII Sekolah Menengah Pertama (SMP) Kanisius Tirtomoyo dilaksanakan.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif yang bertujuan untuk mengungkapkan fenomena dalam keadaan yang seadanya. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan langkah-langkah pembelajaran dan prinsip-prinsip evaluasi kemajuan belajar siswa menurut PPR selama kegiatan proses pembelajaran berlangsung. Subjek penelitian ini adalah guru mata pelajaran matematika dan siswa kelas VIII C SMP Kanisius Tirtomoyo dalam pembelajaran matematika. Pengumpulan data berlangsung selama empat kali pertemuan dimulai tanggal 5 Oktober dan diakhiri pada tanggal 13 Oktober 2009. Pengumpulan data penelitian diperoleh dengan cara merekam kegiatan pembelajaran dengan alat bantu *handy-cam*. Data-data yang dihasilkan dianalisis melalui proses analisis data, dengan prosedur: (1) transkripsi data rekaman video, (2) menentukan topik data, (3) menentukan kategori data, (4) penarikan kesimpulan.

Hasil penelitian terdiri dari uraian langkah-langkah pembelajaran dan prinsip-prinsip evaluasi kemajuan belajar siswa berpola PPR yang telah dilaksanakan. Langkah-langkah pembelajaran yang dilaksanakan selama empat pertemuan. Pertemuan pertama meliputi: (i) subjek guru mengawali kegiatan pembelajaran, (ii) subjek guru menjelaskan materi luas persegi dan luas segitiga siku-siku, (iii) subjek guru menjelaskan segitiga siku-siku dan (iv) subjek guru menjelaskan menghitung luas persegi dengan cara lain. Pertemuan kedua terdiri dari tiga langkah pembelajaran, meliputi (i) subjek guru melanjutkan materi tentang luas persegi, (ii) subjek guru memberikan latihan yang dikerjakan berkelompok, (iii) subjek guru memberikan tugas untuk digunakan pada pertemuan berikutnya. Pertemuan ketiga terdiri dari tiga langkah, meliputi: (i) subjek guru menjelaskan Dalil Pythagoras dan penurunannya, (ii) subjek guru memberikan kuis, (iii) subjek guru membahas tugas pertemuan sebelumnya. Dan pada pertemuan terakhir terdiri dari dua langkah pembelajaran, meliputi (i) subjek guru mengkondisikan siswa dan (ii) subjek siswa mengerjakan soal ulangan. Sedangkan prinsip-prinsip PPR pada evaluasi pembelajaran yang telah dilaksanakan di SMP Kanisius Tirtomoyo meliputi (i) subjek guru melakukan penilaian terhadap kompetensi materi pelajaran, sedangkan penilaian nilai-nilai kemanusiaan dilaksanakan secara spontanitas, dan (ii) subjek guru melaksanakan evaluasi dengan menggunakan metode observasi.

ABSTRACT

Iswandaru, Vinsensius Prita. 2010. *The Application of Evaluation principle Toward Students Learning Progress in Pythagoras Theorem Using Reflektive Pedagogy Paradigm in Kanisius Tirtomoyo Junior High School*. Thesis. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma.

The aim of this study is to describe how the steps of learning implementation are employed and how students' learning improvements evaluation principals according to Reflective Pedagogy Paradigm in learning Pythagoras for grade VIII in Kanisius Tirtomoyo Junior High school are employed.

Descriptive Qualitative method was used in this study. This method was used to reveal the real condition that was happened. The data is in qualitative, which relates to learning steps and students' learning improvements evaluation principals according to Reflective Pedagogy Paradigm when the learning process were being held. The subject of this study is Math subject teacher and students of grade VIII C Kanisius Tirtomoyo Junior High school at Math period. The data was obtained on October 5, 2009 – October 13, 2009 which was divided in four meetings. The data was obtained by recording the learning activity using *handy-cam*. The data was analyzed using data analytical process, with procedure: (1) transcription of video recording data, (2) selecting the topic of the data, (3) selecting the category of the data, (4) drawing conclusion.

The result of the study covers the explanation of learning steps and students' learning improvements evaluation principals according to Reflective Pedagogy Paradigm which has been employed. There are some learning steps which were done for four meetings. First meeting covers: (i) subject teacher started the lesson, (ii) subject teacher explained area of quadrangle and area of triangle, (iii) subject teacher explained angled triangle, (iv) subject teacher explained how to count areas of quadrangle using another method. Second meeting covers three learning steps, they are (i) subject teacher continued explaining about areas of quadrangle, (ii) subject teacher gave exercises which was done in groups, (iii) subject teacher gave exercise for the next meeting. Third meeting covers three steps, they are (i) subject teacher explained about Pythagoras and its derivation, (ii) subject teacher gave quiz, (iii) subject teacher discussed the previous meeting materials. And the last meeting covers two steps, they are: (i) subject teacher conditioning the students, (ii) students worked on the test. Whereas, Reflective Pedagogy Paradigm in learning evaluation which was employed in Kanisius Tirtomoyo Junior High School covers (i) subject teacher carried out evaluation to materials competency, whereas the evaluation on humanity value were done spontaneously, and (ii) subject teacher assessed the students using observation method.