

ABSTRAK

Supraptiningsih. 2010. Bentuk-bentuk Representasi Bahan Ajar yang Digunakan Oleh Guru Fisika pada Dua SMA Di Yogyakarta serta Pengetahuan Guru yang Diduga Mendasarinya. Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Tujuan dari Penelitian ini adalah untuk mengetahui / mengidentifikasi bentuk-bentuk representasi bahan ajar yang digunakan oleh guru Fisika yang meliputi (1) media apa yang digunakan oleh guru dalam menyampaikan bahan ajar; (2) metode apa yang digunakan guru dalam menyampaikan bahan ajar; (3) bagaimana cara guru menyampaikan materi agar mudah dipahami oleh siswa; (4) bagaimana alur penyampaian materi dari guru, serta pengetahuan-pengetahuan apa yang mendasari tindakan guru.

Penelitian dilaksanakan di dua Sekolah Menengah Atas yaitu di salah satu sekolah negeri di Yogyakarta dan salah satu sekolah swasta di Yogyakarta. Penelitian di SMA negeri dilaksanakan pada tanggal 23 Juli 2009 – 19 November 2009, sedangkan penelitian di SMA swasta dilaksanakan pada 22 Juli 2009 – 14 September 2009. Subjek penelitian adalah Guru Fisika dan objek dalam penelitian ini adalah PCK guru tentang bentuk-bentuk representasi bahan ajar yang digunakan oleh guru. Penelitian ini merupakan penelitian deskriptif kualitatif dengan instrumen pengumpulan data terdiri dari *field notes*, video rekaman proses pembelajaran dan rekaman wawancara.

Hasil dari penelitian menunjukkan bahwa bentuk-bentuk representasi bahan ajar yang meliputi media dan metode pembelajaran yang digunakan oleh guru, cara guru menyampaikan materi agar mudah dipahami oleh siswa, serta alur penyampaian materi dari tiap guru berbeda-beda. Hal itu karena PCK yang mendasari tindakan tiap-tiap guru berbeda-beda. Pengetahuan-pengetahuan guru yang diduga mendasari tindakannya dalam merepresentasikan bahan ajar di kelas yaitu pengetahuan guru tentang media dan metode pembelajaran, pengetahuan tentang materi, pengetahuan tentang kurikulum, pengetahuan guru tentang konteks pembelajaran (kondisi dan latar belakang siswa, fasilitas sekolah), pengetahuan tentang tujuan mengajar, serta latar belakang dan pengalaman guru.

ABSTRACT

Supraptiningsih. 2010. Representation Forms of Subject Matter which are Used by Physics Teacher on Two Senior High Schools in Yogyakarta and also The Teacher's Knowledge which is Thought as The Basis. Physics Education Study Program, Math and Science Education Departement, Faculty of Math and Science, Sanata Dharma University.

The purpose of this research was to find / identify the representation forms of subject matter which were used by the physics teacher and consisted of (1.) what media which are used by the teacher to convey the subject matter; (2) what method which is used by teacher to convey the subject matter; (3) how does the teacher convey the material to the student; (4) how the way of conveying material and what knowledge which teacher is based on

The research was carried out in two senior high schools, one of them is Yogyakarta state senior high school and the other is private school. The research in state senior high school is done on July, 23rd 2009 – November, 19th 2009, while the research in private school is done on July, 22nd 2009 – September, 14th 2009. The subject of the research itself is physics teacher and the object is teacher's PCK about representation forms of subject matter which are used by teacher. This research is a descriptive qualitative research which has data collecting instrument such as field notes, learning process video record and interview record.

The result of the research shows the representation forms of subject matter which consists of learning media and method used by the teacher, the teacher's way to deliver the material to the student, and the way of delivering material are different each other. Its because PCK teacher's basis in each teacher is different. The teacher's knowledge which become the basis of what is done on represented subject matter in the class are teacher's knowledge about learning media and method, knowledge about the material, knowledge about the curriculum, knowledge about learning context (student's condition and background, school facilities), knowledge of teaching purposes, also teacher's background and experiences.