

## ABSTRAK

**Aditya Setiawan, Anselmus, 2011. *Aktivitas Siswa Dalam Pembelajaran Matematika Berkarakteristik Paradigma Pedagogi Reflektif Dengan Materi Sketsa Grafik Fungsi Linear*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini bertujuan untuk : (1) mengetahui bagaimana aktivitas siswa dalam proses pembelajaran matematika pada materi Persamaan Garis Lurus dan (2) mengetahui sejauh mana aktivitas siswa sesuai dengan karakteristik Paradigma Pedagogi Reflektif dalam pembelajaran matematika pada materi Sketsa Grafik Fungsi Linear.

Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan aktivitas siswa dalam pembelajaran dan aktivitas siswa menurut karakteristik paradigma pedagogi reflektif. Subjek penelitian ini adalah siswa kelas VIIIB SMP Kanisius Tirtomoyo. Penelitian dilaksanakan pada jam pelajaran matematika. Pertemuan pertama sampai ketiga dilaksanakan pada hari senin, pertemuan keempat dan kelima dilaksanakan hari kamis, mulai tanggal 30 Agustus 2010 dan berakhir tanggal 7 Oktober 2010. Pada pertemuan pertama sampai pertemuan ketiga pelaksanaan kegiatan pembelajaran. Pada pertemuan keempat diadakan ulangan harian materi sketsa grafik fungsi linear dan pada pertemuan kelima diadakan ulangan remidi. Pengumpulan data penelitian diperoleh dengan cara merekam kegiatan pembelajaran dengan alat bantu 2 *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) Aktivitas siswa dalam pembelajaran yang terjadi selama lima kali pertemuan adalah : (a) pertemuan pertama : (i) mempersiapkan diri mengikuti pelajaran, (ii) bernyanyi yang syairnya berisi kesimpulan pelajaran minggu lalu, (iii) memperhatikan penjelasan dari guru tentang materi pelajaran, (iv) mencatat materi pelajaran di buku pelajaran (v) menjawab pertanyaan dari guru (vi) mengerjakan soal latihan, (vii) mengangkat tangan menunjukkan benar tidaknya jawaban soal latihan. (b) pertemuan kedua : (i) mempersiapkan diri mengikuti pelajaran, (ii) memperhatikan penjelasan guru, (iii) mengulangi kesimpulan materi pelajaran minggu lalu, (iv) menjawab pertanyaan dari guru dalam mengerjakan contoh soal, (v) bernyanyi yang syairnya berisi kesimpulan materi pelajaran (vi) mencatat materi pelajaran di buku pelajaran, (vii) mengangkat tangan menunjukkan benar tidaknya jawaban soal latihan. (c) pertemuan ketiga : (i) mempersiapkan diri mengikuti pelajaran, (ii) menjawab pertanyaan guru mengenai materi pelajaran, (iii) mengoreksi soal latihan, (iv) mengerjakan soal latihan, (v) memperhatikan penjelasan guru, (vi) mengangkat tangan menunjukkan benar tidaknya jawaban soal latihan, (vii) mencatat materi pelajaran di buku pelajaran, (viii) bernyanyi yang syairnya berisi kesimpulan materi pelajaran, (ix) melakukan refleksi atas kegiatan pembelajaran yang sudah dilakukan. (d) pertemuan keempat : (i) memperhatikan guru, (ii) bernyanyi yang syairnya berisi kesimpulan pelajaran minggu lalu (iii) menyiapkan diri mengikuti ulangan harian, (iv) mengerjakan ulangan harian, (v) mencocokkan hasil ulangan harian, (vi) mengangkat tangan menunjukkan benar tidaknya jawaban ulangan harian, (vii) Melakukan refleksi atas kegiatan pembelajaran yang sudah dilakukan. (e) pertemuan kelima : (i) mempersiapkan diri

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mengikuti pelajaran, (ii) memperhatikan guru, (iii) melakukan permainan variasi tepuk tangan, (iv) menjawab pertanyaan guru mengenai materi pelajaran, (v) mencatat materi pelajaran di buku pelajaran, (vi) mengerjakan soal latihan secara kelompok, (vii) mengangkat tangan menunjukkan benar tidaknya jawaban soal latihan, (viii) mengerjakan ulangan remidi, (ix) mengumpulkan hasil ulangan remidi kepada guru. (2) Terdapat empat karakteristik PPR yang tampak dalam penelitian : (i) siswa mengalami nilai kemanusiaan dalam kegiatan pembelajaran, (ii) siswa merefleksikan pengalaman terkait dengan nilai kemanusiaan, (iii) siswa membangun niat atau melakukan aksi untuk mewujudkan nilai kemanusiaan, (iv) guru mengevaluasi proses belajar nilai kemanusiaan pada diri para siswa.



ABSTRACT

**Aditya Setiawan, Anselmus, 2011. *Students Activities in Mathematics Learning Which has Reflective Pedagogy Paradigm Characteristics in Sketch of Linear Function Graphic Material*. A Thesis. Mathematics Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.**

This research is aimed at: (1) seeing the students' activities in Mathematics learning process on *Linear Equation* material and (2) revealing how far the appropriateness between the students' activities and the characteristics of Reflective Pedagogy Paradigm in Mathematics learning process on *The Sketch of Linear Function Graphic* material.

This research is a type of qualitative descriptive research. The data was gathered in a form of qualitative data which related to the students' activities in learning as well as their activities based on *Reflective Pedagogy Paradigm*. The research participants were the students of VII B class in SMP Kanisius Tirtomoyo. The research was conducted on the Mathematics lesson. The first until the third meetings were conducted on Mondays, while the fourth up to the fifth ones were held on Thursdays. This research was started from August 30<sup>th</sup>, 2010 and was finished on October 7<sup>th</sup>, 2010. The implementation of learning process was carried out on the first up to the third meeting. Meanwhile, the test on *The Sketch of Linear Function Graphic* material was held on the fourth meeting and the remedial test was given on the fifth meeting. The research data were obtained by recording the learning activities using two handycams. Then, the data were analyzed using two procedures: (i) reducing the data which covered video transcript and data topics determination, (ii) categorizing the data, and (iii) drawing a conclusion.

The research results showed that: (1) The students' learning activities in five meetings were: (a) The First Meeting: (i) being ready to join the lesson, (ii) singing a song which its lyrics covered the conclusion of the last meeting's material, (iii) paying attention to the teacher's explanation about the material being studied, (iv) making notes on the material being studied in their book, (v) answering the teacher's questions related to the material being studied, (vi) doing the exercise, (vii) raising their hands to show whether the exercise's answer was correct or incorrect. (b) The Second Meeting: (i) being ready to join the lesson, (ii) paying attention to the teacher's explanation, (iii) repeating the conclusion of last week's material, (iv) answering the teacher's question on the example given, (v) singing a song which its lyrics covered the conclusion of the material being studied, (vi) making notes on the material being studied in their book, (vii) raising their hands to show whether the exercise's answer was correct or incorrect. (c) The Third Meeting: (i) being ready to join the lesson, (ii) answering the teacher's question related to the material being studied, (iii) checking the answer of the exercise, (iv) doing the exercise, (v) paying attention to the teacher's explanation, (vi) raising their hands to show whether the exercise's answer was correct or incorrect, (vii) making notes on the material being studied in their book, (viii) singing a song which its lyrics covered the conclusion of the material being studied, (ix) reflecting upon the learning activities which had been done. (d) The Fourth Meeting: (i) paying attention to the teacher, (ii) singing a song which its lyrics covered the conclusion of the last week's material, (iii) being ready to

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have a test, (iv) doing the test, (v) checking the answer of the test, (vi) raising their hands to show whether the test's answer was correct or incorrect, (vii) reflecting upon the learning activities which had been done. (e) The Fifth Meeting: (i) being ready to join the lesson, (ii) paying attention to the teacher, (iii) doing "clapping variation" game, (iv) answering the teacher's question related to the material being studied, (v) making notes on the material being studied in their book, (vi) doing the exercise in group, (vii) raising their hands to show whether the exercise's answer was correct or incorrect, (viii) doing the remedial test, (ix) submitting the remedial test's result to the teacher. (2) There were four characteristics of *Reflective Pedagogy Paradigm* appeared in this research, namely: (i) the students experienced the humanity value within the learning activities, (ii) the students reflected their own experiences in accordance with the humanity value, (iii) the students built a motivation or did an action to realize the humanity value, (iv) the teacher evaluated the humanity value learning process on the students.

