

## ABSTRAK

**Widodo Yulianto, Florensus, 2012. *Rangkaian Kegiatan Guru Memfasilitasi Pembelajaran Matematika Berbasis Paradigma Pedagogi Reflektif di Kelas X2 SMA Kanisius Tirtomoyo Wonogiri*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini bertujuan untuk: (1) mendeskripsikan rangkaian kegiatan guru dalam memfasilitasi pembelajaran matematika berbasis Paradigma Pedagogi Reflektif (PPR) di kelas X2 SMA Kanisius Tirtomoyo Wonogiri, (2) mengetahui apakah kegiatan guru tersebut telah memenuhi karakteristik Paradigma Pedagogi Reflektif.

Penelitian ini merupakan jenis penelitian kualitatif deskriptif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan pembelajaran di dalam kelas. Subyek penelitian adalah guru bidang studi matematika kelas X2 SMA Kanisius Tirtomoyo pada saat melakukan kegiatan belajar-mengajar pada topik sistem persamaan linear. Penelitian ini dilaksanakan pada kelas X2 selama lima kali pertemuan dalam tiga siklus yang dimulai pada tanggal 16 September 2011 sampai dengan 29 September 2011. Pengumpulan data diperoleh dengan cara merekam kegiatan pembelajaran menggunakan *handycam* dan *voice recorder*. Data-data yang dihasilkan dianalisis melalui proses analisis data yaitu (1) transkripsi, (2) penentuan topik-topik data, (3) penentuan kategori data, dan (4) penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa: (1) rangkaian kegiatan guru dalam memfasilitasi pembelajaran matematika selama lima pertemuan adalah: (a) membuka pelajaran dengan menyapa siswa dan mengabsen siswa (b) menyampaikan tujuan pembelajaran (c) meminta siswa memilah dan menata barang bekas (d) memandu setiap kelompok mempresentasikan hasil kerja kelompok dalam mengumpulkan barang bekas (e) memandu diskusi kelompok untuk menyelesaikan soal aplikasi sistem persamaan linear tiga variabel berkaitan dengan *Tugas Mandiri* (f) menjelaskan materi sistem persamaan linear dua variabel dan tiga variabel (g) memandu diskusi kelompok untuk menyelesaikan soal sistem persamaan linear dua variabel dan tiga variabel kemudian memahaminya bersama-sama (h) memfasilitasi siswa melakukan refleksi dan aksi (i) memberikan PR (j) membahas PR (k) memberikan evaluasi (l) menutup pelajaran; (2) Karakteristik Paradigma Pedagogi Reflektif sudah nampak dalam proses pembelajaran. Guru menyesuaikan nilai kemanusiaan yang akan diperjuangkan dengan konteks siswa dan materi pelajaran, yaitu *rasa tanggung jawab dalam melaksanakan tugas dan kewajiban*. Guru memberikan pengalaman lewat *Tugas Mandiri* dan diskusi kelompok. Kemudian guru memandu siswa menjawab pertanyaan-pertanyaan reflektif dan meminta siswa membuat aksi yang akan mereka lakukan sesuai dengan tujuan yang dirumuskan, dan pada setiap akhir siklus guru memberikan evaluasi.

Kata-kata kunci: Sistem Persamaan Linear, Paradigma Pedagogi Reflektif, Rangkaian Kegiatan Guru Memfasilitasi Pembelajaran, Pembelajaran Matematika.

## ABSTRACT

**Widodo Yulianto, Florensus, 2012. *Teacher Activity Sequences in Facilitating Mathematics Learning Based on Reflective Pedagogy Paradigm in Class X2 Kanisius Senior High School Tirtomoyo Wonogiri*. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Science Education, Sanata Dharma University, Yogyakarta.**

This study aims to: (1) describe teacher activity sequences in facilitating mathematics learning based on Reflective Pedagogy Paradigm in class X2 Kanisius Senior High School Tirtomoyo, (2) determine whether the activities conducted by the teacher have met the characteristics of Reflective Pedagogy Paradigm.

This research is descriptive qualitative research. The data collected were qualitative, relating to learning in the classroom. Subject was a math teacher of Senior High School class, namely class X2, Kanisius Senior High School Tirtomoyo at the time of learning activities on the topic of system of linear equations. The research was conducted in class X2 for five sessions in three cycles that took place on 16 September 2011 to 29 September 2011. Data collection was obtained by recording the learning activities using handycam and voice recorders. The data generated were analyzed through a process of data analysis: (1) transcription, (2) determining the topics of data, (3) determining the categories of data, and (4) concluding.

The results of this study showed that: (1) teacher activity sequences in facilitating mathematics learning in the past five meetings were : (a) open the lesson by greeting students and checking student attendance (b) deliver the learning objectives (c) ask students to sort and organize garbage (d) guide each group to present the results of the group work in collecting garbage (e) guide the groups discussions to solve problems of applications of system of linear equations in three variables related to assignment (f) explain the system of linear equation in two variables and three variables (g) guide the groups discussions to solve problems of system of linear equations in two variables and then discuss system of linear equations in three variables together (h) facilitate students' reflection and action (i) give homework (j) discuss the homework (k) give evaluations (l) close the lesson; (2) The characteristics of Reflective Pedagogy Paradigm have appeared in the learning process. Teachers adjust the values of humanity that will be implemented in the context of the students and the subject materials, that is a sense of responsibility in carrying out the tasks and duties. Teachers provide experiences through the assignment and groups discussion. Then the teacher guides the students to answer reflective questions and asks students to make the action they will do in accordance with the stated goals, and at the end of each cycle the teacher gives evaluations.

**Keywords:** Systems of Linear Equations, Reflective Pedagogy Paradigm, Teacher Activity Sequences in Facilitating a Learning, Mathematics Learning.