

ABSTRAK

Fx Agung Sucahyo. 2012 *Kegiatan Guru Memfasilitasi Siswa dalam Pembelajaran Matematika Berbasis Paradigma Pedagogi Reflektif di SMP Kanisius Tirtomoyo, Wonogiri. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.*

Penelitian ini bertujuan untuk mendeskripsikan rangkaian kegiatan guru dalam memfasilitasi pembelajaran matematika di kelas VIII A SMP Kanisius Tirtomoyo yang mengupayakan penggunaan Paradigma Pedagogi Reflektif pada materi teorema Pythagoras dan sejauh mana kegiatan guru tersebut sesuai dengan karakteristik Paradigma Pedagogi Reflektif (PPR).

Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan kegiatan guru memfasilitasi siswa dalam pembelajaran dan kesesuaian pembelajaran dengan karakteristik paradigma pedagogi reflektif. Subyek utama penelitian ini adalah guru kelas VIII A SMP Kanisius Tirtomoyo, sedangkan siswa di kelas VIII A SMP Kanisius Tirtomoyo adalah subyek pendukung. Pengumpulan data berlangsung pada tanggal 8 September 2011 sampai dengan tanggal 29 September 2011, berlangsung selama tujuh kali pertemuan. Pengumpulan data penelitian diperoleh dengan cara merekam kegiatan pembelajaran dengan alat bantu handycam dan voicerecord. Analisis data dilakukan dengan prosedur: (i) reduksi data yang meliputi pemilahan data rekaman video dan penentuan topik-topik data, (ii) kategorisasi data, dan (iii) penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kegiatan guru memfasilitasi siswa dalam pembelajaran di SMP Kanisius adalah: (i) Menjelaskan materi dengan melibatkan siswa aktif, (ii) Menyimpulkan hasil pembelajaran, (iii) Membentuk kelompok dan memantau diskusi kelompok, (iv) Menunjuk kelompok untuk mempresentasikan jawaban, (v) Memberikan motivasi kepada semua siswa, (vi) memberikan tugas membawa barang bekas untuk membuat alat peraga, (vii) melakukan kegiatan refleksi, (viii) mensharingkan hasil refleksi, dan (ix) menentukan aksi. Kegiatan guru memfasilitasi siswa dalam pembelajaran teorema Pythagoras di kelas VIII A SMP Kanisius Tirtomoyo belum sepenuhnya sesuai dengan kriteria pembelajaran menurut PPR dalam tiap-tiap pertemuannya. Namun, secara keseluruhan selama tujuh kali pertemuan telah sesuai dengan kriteria pembelajaran menurut PPR.

ABSTRACT

FX AGUNG SUCAHYO. 2012. The Activities of a Teacher in Facilitating Students in Mathematics Learning Based on Reflective Pedagogy Paradigm, in Kanisius Tirtomoyo Junior High School, Wonogiri. Undergraduate Thesis. Yogyakarta: Mathematics Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

The aim of the study was to describe the process of teacher's activities in facilitating students' mathematics learning in grade VIII A of Kanisius Tirtomoyo Junior High School. In this case, The Paradigm of Reflective Pedagogy was used in learning Pythagorean Theorem and finding out the extension of teacher's activities which were appropriate with the characteristics of Reflective Pedagogy Paradigm (PPR).

The study was a descriptive qualitative research. The qualitative data collected were the data related to the activities of the teacher to facilitate students' activities which were appropriate with the characteristics of the Reflective Pedagogy Paradigm. The primary subject of the study was the teacher of grade VIII A of Kanisius Tirtomoyo Junior High School. The secondary subjects were the students of grade VIII A of Kanisius Tirtomoyo Junior High School. The process of collecting data was conducted on September 8th, 2011 until September 29th, 2011 for seven meetings. The collecting of research data was done by recording students' learning activities via camcorders and voice record. The analysis was performed in several steps namely: (i) the reduction of data including sorting the video recording data and deciding the the sub topics of data, (ii) categorization of data, and the last was (iii) obtaining the conclusion.

The results showed that the activities of the teacher in facilitating the students in learning mathematics in Kanisius Junior High School were: (i) Explaining the material and involving students actively, (ii) Concluding the learning outcomes, (iii) Making some groups of discussion and observing the whole discussion, (iv) Asking some groups to present the solutions, (v) Providing motivation to all students, (vi) Giving the task to bring unused goods to make learning aids (vii) Conducting reflection activities, (viii) Sharing the result of reflection, and (ix) Deciding the action. In conclusion, the researcher concluded that the learning process of Pythagorean Theorem in grade VIII A of Kanisius Tirtomoyo Junior High School on the whole was almost appropriate with the characteristics of PPR in each meeting, but in each lesson not all characteristics of PPR had been demonstrated.