

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Tyastri Widesrena Gusfanti. 2011. Kegiatan Guru Memfasilitasi Pembelajaran Matematika Berbasis Paradigma Pedagogi Reflektif di Kelas VB SD Kanisius Sengkan. PGSD. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma.

Penelitian ini bertujuan untuk : (1) mendeskripsikan kegiatan guru dalam memfasilitasi pembelajaran matematika berbasis PPR pada topik keliling bangun datar di kelas VB SD Kanisius Sengkan, (2) mendeskripsikan sejauh mana kegiatan guru dalam memfasilitasi pembelajaran matematika sesuai dengan karakteristik pembelajaran berbasis PPR.

Penelitian ini merupakan jenis penelitian kualitatif deskriptif. Data yang dikumpulkan bersifat kualitatif, yang menggambarkan proses pembelajaran di dalam kelas. Berdasarkan data tersebut, diungkap kegiatan guru memfasilitasi pembelajaran matematika berbasis PPR. Subyek penelitian adalah guru kelas VB SD Kanisius Sengkan dalam memfasilitasi pembelajaran matematika pada topik keliling gabungan bangun datar. Penelitian ini dilaksanakan di kelas VB SD Kanisius Sengkan sebanyak 3 kali yaitu tanggal 11 April 2011, 14 April 2011, dan 16 April 2011. Pengumpulan data diperoleh dengan observasi menggunakan lembar observasi dan merekam kegiatan pembelajaran dengan *handy-cam*. Data-data yang dihasilkan dianalisis melalui proses analisis data yaitu (1) transkripsi, (2) penentuan topik data dan (3) kategori data.

Hasil penelitian menunjukkan sebagai berikut bahwa (1) rangkaian kegiatan guru dalam memfasilitasi pembelajaran matematika berbasis PPR pada topik keliling bangun datar yang nampak dalam pertemuan I sampai III adalah: membuka pelajaran dengan berdoa dan salam, menanyakan nama bangun sebagai materi prasyarat, membagi siswa dalam kelompok dan menjelaskan cara mengerjakan LKS, memandu siswa melakukan presentasi, memandu siswa melakukan refleksi dan aksi, memandu siswa melakukan evaluasi, mengucapkan salam.(2) rangkaian kegiatan guru sudah sesuai dengan karakteristik PPR yaitu **konteks**: membuka pelajaran dengan berdoa dan salam, menanyakan nama bangun sebagai materi prasyarat, **pengalaman**: membagi siswa dalam kelompok, menjelaskan cara mengerjakan LKS dan memandu presentasi, **refleksi**: memandu siswa untuk melakukan refleksi dengan bimbingan pertanyaan, **aksi**: memandu siswa merencanakan tindakan yang akan dilakukan selanjutnya, **evaluasi**: memberikan evaluasi untuk siswa, namun ada satu langkah yang lemah yakni pada refleksi dan aksi pada pertemuan I karena kegiatan refleksi dan aksi dilakukan secara lisan sehingga siswa menjawab secara bersama-sama dan pertanyaan belum mengarah kearah reflektif sehingga tindakan belum nampak. Unsur *competence* nampak pada siswa mampu menyelesaikan soal-soal keliling bangun gabungan bangun datar dan unsur *compassion* nampak pada menumbuhkan sikap siswa untuk “saling menghargai”.

Kata kunci: *Kegiatan Guru, Bangun Datar, Paradigma Pedagogi Reflektif*

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

Tyastri Widesrena Gusfanti. 2011. Teachers' Activities in Facilitating The Mathematics Learning Based on Reflective Pedagogic Paradigm at VB Class SD Kanisius Sengkan Elementary School. PGSD. A Thesis. Elementary School Teacher Education. Faculty of Teachers and Training Eduaction. Sanata Dharma University.

This study is aimed to: (1) describe teachers' activities in facilitating the mathematics learning based on PPR (Reflective Pedagogic Paradigm) on the topic of flat shapes periphery at VB Class SD Kanisius Sengkan, (2) describe how far teachers' activities in facilitating the mathematics learning in line with the characteristics of PPR is.

This research is a qualitative-descriptive kind. The data collected were qualitative data which showed the process of learning in the class. Based on the data, it was revealed that the teachers' activities did facilitate mathematics learning based on PPR. The research subjects were teachers of VB class SD Kanisius Sengkan in facilitating mathematics learning on the topic accumulated flat shapes periphery. The research was conducted three times, which was on 11th April 2011, 14th April 2011, and 16th April 2011. The data were gathered by observations via observations forms and recording the learning activities by a handy-cam. The obtained data were analyzed through an analysis process which was subdivided into (1) transcription, (2) topic data decision, and (3) data categories.

The research result points out that (1) the bond of teachers' activities in facilitating mathematics learning based on PPR which showed up in I up to III meeting are: starting the lesson with a prayer and a greeting, eliciting shapes' names as the preconditions, dividing the students in groups and explaining the way how the students should do the exercises in LKS, guiding the students in performing the presentations, guiding the students in doing reflections and actions, guiding the students in doing evaluation, saying greetings. (2) The range of the teachers' activities have been in concord with PPR characteristics which are **contexts**: starting the lesson with a prayer and a greeting, eliciting shapes' names as the preconditions, **experiences**: dividing the students in groups and explaining the way how the students should do the exercises in LKS and guiding the students in performing the presentations, **reflections**: guiding the students in doing reflections by the assists of guided questions, **actions**: guiding the students in planning the following actions, **evaluations**: providing the students evaluations, although there was one weak step which was on the first meeting's reflection and action as the reflection and action activities was held orally, therefore the students answers the questions collectively and in addition the questions had not referred to reflection so the actions had not surface yet. The competence aspect turned up as could be seen by the students' capabilities of finishing the questions on accumulated flat shapes peripheries and the compassion aspect showed on the growing the students' attitudes to appreciate each other.

Key words: Kegiatan Guru, Bangun Datar, Paradigma Pedagogi Reflektif.