

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PENERAPAN PARADIGMA PEDAGOGI REFLEKTIF (PPR) DALAM PEMBELAJARAN TEMATIK UNTUK MENINGKATKAN *COMPETENCE*, *CONSCIENCE*, DAN *COMPASSION* (3C) PESERTA DIDIK KELAS II SD KANISIUS KENTENG

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan *competence*, *conscience*, dan *compassion* peserta didik kelas II SD Kanisius Kenteng melalui penerapan Paradigma Pedagogi Reflektif (PPR) dalam pembelajaran tematik mata pelajaran Matematika dan PKn.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang bersifat kualitatif. Pengumpulan data dilakukan dengan metode triangulasi, yaitu dengan observasi, wawancara, dan dokumentasi. Instrumen yang digunakan dalam penelitian adalah panduan pertanyaan wawancara, lembar observasi, catatan anekdot, dan soal tes tertulis. Langkah yang dilakukan dalam menganalisis data adalah (1) mendeskripsikan kondisi awal, (2) mendeskripsikan proses siklus I, (3) mendeskripsikan proses siklus II, (4) membandingkan *competence*, *conscience*, dan *compassion* peserta didik kelas II SD Kanisius Kenteng sebelum dan sesudah penerapan PPR.

Hasil penelitian ini menunjukkan bahwa penerapan Paradigma Pedagogi Reflektif dalam pembelajaran tematik dapat meningkatkan *competence*, *conscience*, dan *compassion* peserta didik kelas II SD Kanisius Kenteng. Pada akhir siklus I, *competence* dan *conscience* peserta didik telah mengalami peningkatan. Sedangkan *compassion* peserta didik belum mengalami peningkatan. Pada akhir siklus II, *competence*, *conscience*, dan *compassion* peserta didik mengalami peningkatan dibandingkan dengan siklus I. Hal ini ditunjukkan dengan peningkatan nilai akhir pada mata pelajaran Matematika, yaitu sebesar 70,64 sebelum ada tindakan, menjadi 94,75 pada akhir siklus I, dan menjadi 93,64 pada akhir siklus II. Demikian juga dengan mata pelajaran PKn terjadi peningkatan nilai, yaitu 56,93 sebelum ada tindakan, menjadi 85,70 pada akhir siklus I, dan menjadi 89,99 akhir siklus II.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

THE APPLICATION OF THE REFLECTIVE PEDAGOGY PARADIGM (PPR) IN THEMATIC LEARNING TO INCREASE THE *COMPETENCE, CONSCIENCE, AND COMPASSION (3C)* OF THE SECOND GRADE ELEMENTARY SCHOOL STUDENTS OF SD KANISIUS KENTENG

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ABSTRACT

This research was aimed to find out the increase in the *competence, conscience, and compassion* of the second grade elementary school students in SD Kanisius Kenteng by the application of reflective pedagogy paradigm in the thematic learning of Mathematics and Civic Courses.

This research applied a qualitative Classroom Action Research (CAR) design. The data collection was done by triangulation which consisted of observation, interview, and documentation. The instrument that used in this research were guided interview, observation, anecdotal notes, and written tests. Procedures of the data analysis were (1) describing the preliminary condition, (2) describing the process of cycle I, (3) describing the process of cycle II, and (4) comparing the *competence, conscience, and compassion* of the second grade students in SD Kanisius Kenteng before and after the application of reflective pedagogy paradigm.

The result of this research showed that the application of reflective pedagogy paradigm in the thematic learning was able to increase the *competence, conscience, and compassion* of the second grade students in SD Kanisius Kenteng. The *competence* and *conscience* of the student had increased in the end of cycle I. In the other hand, the *compassion* of the students had been increased yet. The *competence, conscience, and compassion* of the students increased in the end of cycle II compared to that of they were in the end of cycle I. It was showed by the increase of the final mark of Mathematic course. It was 70,64 before having an action. It increased 94,75 end of cycle I, and increased to 56,93 in the end of cycle II. The final mark of Civic Course also increased. It was 66, 38. It was 85,70 before having an action in the end of cycle I, and increased it was 89,99 in the end of cycle II.