

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

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

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ABSTRAK

Penelitian ini bertujuan meningkatkan *competence*, *conscience*, dan *compassion* peserta didik kelas II SD Maria Assumpta Klaten melalui penerapan Paradigma Pedagogi Reflektif (PPR) dalam pembelajaran tematik mata pelajaran Bahasa Indonesia dan IPS.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang bersifat kualitatif. Pengumpulan data dilakukan dengan metode observasi, wawancara, tes, kuesioner, dan dokumentasi. Instrumen yang digunakan dalam penelitian adalah panduan pertanyaan wawancara, lembar observasi, catatan anekdotal, dan soal tes tertulis. Langkah yang dilakukan dalam menganalisis data adalah (1) mendeskripsikan kondisi awal, (2) mendeskripsikan proses dan hasil siklus I, (3) mendeskripsikan proses dan hasil siklus II, (4) membandingkan *competence*, *conscience*, dan *compassion* peserta didik kelas II SD Maria Assumpta Klaten 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 Maria Assumpta Klaten. Pada akhir siklus I, *competence*, *conscience*, *compassion* peserta didik telah mengalami peningkatan. Pada akhir siklus II, *competence* mengalami sedikit penurunan. Tetapi *conscience*, dan *compassion* peserta didik mengalami peningkatan dibandingkan dengan siklus I. Hal ini ditunjukkan dengan peningkatan skor akhir pada mata pelajaran Bahasa Indonesia, yaitu sebesar 73 sebelum ada tindakan, menjadi 83,1 pada akhir siklus I, dan menjadi 82,4 pada akhir siklus II. Demikian juga dengan mata pelajaran IPS terjadi peningkatan nilai, yaitu 72 sebelum ada tindakan, menjadi 91,8 pada akhir siklus I, dan menjadi 90,8 pada akhir siklus II.

Kata kunci: Paradigma Pedagogi Reflektif, tematik, *competence*, *conscience*, *compassion*.

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ABSTRACT

THE APPLICATION OF THE REFLECTIVE PEDAGOGY PARADIGM
(PPR) IN THEMATIC LEARNING TO INCREASE THE
COMPETENCE, CONSCIENCE, AND COMPASSION (3C)
OF THE SECOND GRADE STUDENTS OF MARIA ASSUMPTA
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This research is aimed to increase the competence, conscience, and compassion of the second grade students of Maria Assumpta elementary school Klaten by the application of reflective pedagogy paradigm in the thematic learning of Social knowledge and Indonesian language .

This research is a qualitative Classroom Action Research (CAR) design. The data collection was done by method which consists of observation, interview, test, quecioner, and documentation. The instrument used in this research are guided interview, observation, anecdotal notes, and written tests. Some steps used to analyze the data are (1) describing the preliminary condition, (2) describing the first cycle result and process, (3) describing the second cycle result and process, and (4) comparing the competence, conscience, and compassion of the second grade students in Maria Assumpta elementary school Klaten before and after the application of reflective pedagogy paradigm.

The result of this research shows that the application of reflective pedagogy paradigm in the thematic learning is able to increase the competence, conscience, and compassion of the second grade students in Maria Assumpta elementary school Klaten. At the end of the first cycle process, the students competence, conscience, and compassion have increased. At the end of the second cycle process the students competence a little bit decreases. But the students conscience and compassion have increased compared with the first cycle. It is shown by the increase of the final mark of Indonesian language course. That is 73 before having an action and it increases to 83,1 at the of the first cycle, and increases to 82,4 at the end the second of cycle . It is the same with the Social knowledge lesson, which increases its score to 72, before there is an action and increases to 91,8 at the end of the first cycle process, and become/increases to 90,8 at the end the second cycle process.

Key words :The application of Reflective Pedagogical Paradigm, thematic, competence, conscience and compassion.