

ABSTRAK**“IMPLEMENTASI PARADIGMA PEDAGOGI REFLEKTIF DALAM
MENINGKATKAN KEAKTIFAN DAN KEMAMPUAN BERPIKIR
TINGKAT TINGGI SISWA KELAS X.I SMA STELLA DUCE BANTUL
TAHUN AJARAN 2017/2018”**

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Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini bertujuan untuk meningkatkan keaktifan dan kemampuan berpikir tingkat tinggi siswa kelas X.I SMA Stella Duce Bantul Tahun Ajaran 2017/2018. Penelitian ini dilakukan pada bulan April-Mei 2018.

Sujek dalam penelitian ini adalah siswa kelas X.I sejumlah 20 siswa. Objek yang diteliti adalah paradigma pedagogi reflektif, keaktifan siswa, dan kemampuan berpikir tingkat tinggi dalam pembelajaran Ekonomi. Data dikumpulkan dengan menggunakan observasi dan tes. Target keberhasilan untuk keaktifan siswa, yaitu 55% dari keseluruhan siswa memiliki tingkat keaktifan yang tinggi dalam pembelajaran. Target keberhasilan untuk kemampuan berpikir tingkat tinggi, yaitu 75% siswa mencapai ketuntasan belajar dan memiliki kemampuan berpikir tingkat tinggi dalam pembelajaran.

Hasil penelitian menunjukkan bahwa: 1) paradigma pedagogi reflektif mampu meningkatkan keaktifan belajar siswa, yaitu dari 40% yang aktif dalam pembelajaran meningkat menjadi 80%; dan 2) paradigma pedagogi reflektif mampu meningkatkan kemampuan berpikir tingkat tinggi, yaitu dari 5% menjadi 80% siswa mampu menggunakan kemampuan berpikir tingkat tinggi.

Kata kunci: keaktifan, kemampuan berpikir tingkat tinggi, paradigma pedagogi reflektif

ABSTRACT

**THE IMPLEMENTATION OF REFLECTIVE PEDAGOGY
PARADIGM FOR INCREASING STUDENTS ACTIVENESS AND
HIGHER ORDER THINKING SKILLS OF THE TENTH GRADE
STUDENTS OF STELLA DUCE SENIOR HIGH SCHOOL BANTUL
ACADEMIC YEAR OF 2017/2018**

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This study is classroom action research which aims to improve students activeness and higher order thinking skills of the tenth grade students of Stella Duce Senior High School Bantul Academic Year 2017/2018.

The study was conducted in April - May 2018 in Stella Duce Senior High School Bantul. The subjects of the study were the tenth Grade X.I of 20 students. the research objects in the study were reflective pedagogy paradigm, activeness, and higher order thinking skills in the learning process of Economics subject. The data were gathered through observation and test. The target of students' achievement with regarded to activeness was that 55% of the students attained high level of activeness within the learning process. On the other hand, the target of students' achievement with regards to higher order thinking skills was that 75% of the students surpassed the minimum score and were able to exert the higher order thinking skills within the learning process.

The results of data analysis showed that: 1) the reflective pedagogy paradigm has been able to increase the students' learning activeness, namely from 40% to 80% students being active in the learning process; and 2) the reflective pedagogy paradigm has been able to increase the higher order thinking skills, namely from 5% into 80% students being able to perform the higher order thinking skills.

Keyword: *activeness, higher order thinking skill, reflective pedagogy paradigm*