

## ABSTRAK

**Maria Paulina Gratia. 2018. Pengembangan Perangkat Pembelajaran Matematika pada Topik Segitiga dengan Paradigma Pedagogi Reflektif di Kelas VII D SMP Negeri 1 Yogyakarta Tahun Ajaran 2017/2018. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini adalah penelitian yang mengembangkan perangkat pembelajaran matematika dengan Paradigma Pedagogi Reflektif (PPR) dan menggunakan model pembelajaran kontekstual pada topik segitiga. Latar belakang penelitian ini adalah guru masih menjadi sumber belajar sehingga siswa belum terlibat aktif dalam pembelajaran. Guru tidak menekankan pengalaman dan refleksi dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan pengembangan, kualitas pembelajaran dengan PPR dan model pembelajaran kontekstual untuk mendukung pembelajaran matematika pada topik segitiga, serta mendeskripsikan respon guru dan siswa.

Peneliti menggunakan prosedur penelitian dan pengembangan yang meliputi: (1) Potensi dan Masalah, (2) Pengumpulan Data, (3) Desain Produk, (4) Validasi Produk, (5) Revisi Desain Produk (6) Uji coba Produk, dan (7) Revisi Produk. Perangkat pembelajaran yang dikembangkan adalah silabus, RPP, bahan ajar, LKS dan instrumen penilaian. Subjek pada penelitian ini adalah siswa kelas VII D SMP Negeri 1 Yogyakarta. Objek penelitian ini adalah perangkat pembelajaran yang dikembangkan peneliti. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, penyebaran angket, dan dokumentasi.

Hasil validasi perangkat pembelajaran adalah 4,22 termasuk kategori Sangat Baik. Hasil angket respon siswa terhadap proses pembelajaran dengan PPR memperoleh hasil 101,8 (dengan interval 32,0-128,0) termasuk kategori Baik. Hasil ketuntasan siswa dalam aspek *Competence* mengalami peningkatan sebanyak 6%. Aspek *Conscience* terkait sikap teliti memperoleh hasil 2,7 kategori Baik dan sikap berpikir kritis memperoleh hasil 2,9 kategori Baik. Selanjutnya untuk aspek *Compassion* terkait saling menghargai memperoleh hasil 3,2 dengan kategori Baik serta kerja sama memperoleh hasil 3,2 dengan kategori Baik. Interval untuk aspek *conscience* dan *compassion* 0,00-4,00.

**Kata kunci:** Perangkat pembelajaran, PPR, model pembelajaran kontekstual, segitiga

## ABSTRACT

**Maria Paulina Gratia. 2018. Developing Mathematics Learning Tools in Triangle Topic Using Reflective Pedagogy Paradigm (PPR) in Grade VII D of SMP Negeri 1 Yogyakarta. Yogyakarta: Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.**

*This research develops Mathematics learning tools using Reflective Pedagogy Paradigm (PPR) and using contextual learning model on triangle learning topic. The background of this research is that the teacher is still becoming the center of the learning process and the students are less active in the learning process. The teacher is not engaging the students' reflection and experience aspects. Based on the research backgrounds which have been explained before, the researcher wants to describe the development of learning quality using Reflective Pedagogy Paradigm (PPR) and the contextual learning model to support Mathematics learning in triangle topic. The researcher also wants to describe the teacher's and the students' responses.*

*The researcher used research and development procedures that included: (1) Potentials and Problems, (2) Data Collection, (3) Product Design, (4) Product Validation, (5) Product Design Revisions, (6) Product Trials, (7) Product Revision. There were 5 learning tools which were developed in this research; syllabus, lesson plan, teaching materials, students' exercise sheets, and assessment instruments. The subjects in this study were the students of class VII D in SMP Negeri 1 Yogyakarta. The objects of this study were learning devices which were developed by the researcher. For the data collection techniques, the researcher used interviews, observations, questionnaires distribution and documentation.*

*The result of learning device validation was 4,22 which was included in Very Good category. The results of the students' responses in questionnaires about the use of PPR in learning process obtained 101.8 score (with intervals 32.0-128.0) which was included in Good category. There was 6% increasing number of student's passing grade in competence aspect. Conscience aspect which was related to the thoroughness attitude got 2,7 scores in good category, and the critical thinking aspect got 2,9 scores in good category. Furthermore, for the compassion aspect which was related to the aspect of mutual respect obtained 3,2 scores of good category and the cooperation aspect obtained 3,2 scores in good category. The interval for conscience and compassion aspects was 1.33-4.00.*

**Keywords:** *Learning tools, PPR, contextual learning model, triangle topic*