ABSTRAK

Monica Tyas Handayani. 2020. Desain Pembelajaran Matematika Menggunakan Paradigma Pedagogi Reflektif dengan Model *Problem Based Learning* yang Memuat Sikap Tanggung Jawab dan Peduli untuk Mahasiswa Pendidikan Matematika. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengembangkan desain pembelajaran matematika dan mendeskripsikan efektivitas desain pembelajaran menggunakan Paradigma Pedagogi Reflektif dengan model *Problem Based Learning*.

Jenis penelitian yang digunakan adalah penelitian dan pengembangan dengan model pengembangan Thiagarajan yang dimodifikasi menjadi 3D yaitu *define*, *design*, dan *develop*. Subjek penelitian ini adalah mahasiswa angakatan 2017 program studi Pendidikan Matematika Universitas Sanata Dharma di kelas C. Teknik pengumpulan data dalam penelitian adalah observasi, tes, wawancara, dan angket.

Hasil penelitian ini menunjukkan bahwa (1) proses pengembangan desain pembelajaran matematika melalui 3 tahap diantaranya (a) tahap pendefinisian yang terdiri dari 5 langkah yaitu analisis awal akhir, analisis mahasiswa, analisis konsep, analisis tugas, dan perumusan tujuan pembelajaran, (b) tahap perancangan yang terdiri dari 4 langkah yaitu penyusunan tes, pemilih media, pemilih format, dan desain produk, (c) tahap pengembangan terdapat 2 langkah yaitu validasi ahli dan uji coba produk. (2) efektivitas desain pembelajaran matematika diperoleh (a) hasil tes keterampilan mahasiswa yang memiliki kemampuan dengan kategori tinggi ada 25%, mahasiswa dengan kategori sedang ada 55% , mahasiswa dengan kategori rendah ada 20%, (b) Penerapan desain pembelajaran menggunakan PPR sudah mengakomodasi sikap tanggung jawab, (c) Penerapan desain pembelajaran menggunakan PPR sudah mengakomodasi sikap peduli kepada teman.

Kata kunci: Desain Pembelajaran, Paradigma Pedagogi Reflektif, *Problem Based Learning*, Barisan Aritmetika dan Barisan Geometri

ABSTRACT

Monica Tyas Handayani. 2020. Designing of Mathematics Learning Using Reflective Pedagogical Paradigm with Problem Based Learning Model Containing Responsibilities and Caring Attitudes for Mathematics Education Students. Thesis. Yogyakarta: Mathematics Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University

This research aims to develop the design of mathematics learning and describe the effectiveness of learning design using the Reflective Pedagogical Paradigm with Problem-Based Learning Model.

The type of this research was a research and development with the Thiagarajan development model which modified to 3D, namely define, design, and develop. The subject of this research was students of class C from batch 2017 in Mathematics Education Study Program of Sanata Dharma University. The data collection techniques of the research were observation, test, interview, and questionnaire.

The results of this research showed that (1) the process of developing mathematics learning design through 3 stages including (a) the defining stage which consists of 5 steps, namely front-end analysis, learner analysis, concept analysis, task analysis, and specifying instructional objectives, (b) the design stage consists of 4 steps, namely the criterion- test construction, media selector, format selector, and initial design, (c) the development stage which consists 2 steps, namely expert appraisal and development testing (2) The effectiveness of learning design is obtained (a) The results of students' ability test who had the ability with a high category was 25%, 55% of the students with a medium category, and 20% of the students with a low category. (b) The application of learning design using PPR had accommodated the attitude of responsibility. (c) The application of learning design using PPR had accommodated the attitude of caring for friends.

Keywords: Learning Design, Reflective Pedagogy Paradigm, Problem-Based Learning, Arithmetic Sequence and Geometry Sequence