

## ABSTRAK

**Clara Prasetyawati Prabaningrum. 2016. Pengembangan Perangkat Pembelajaran Matematika Menggunakan Paradigma Pedagogi Reflektif yang Mengakomodasi Teori Van Hiele Pokok Bahasan Balok di Kelas VIII E SMP Negeri 1 Yogyakarta. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini adalah penelitian yang mengembangkan perangkat pembelajaran matematika materi balok dengan menggunakan Paradigma Pedagogi Reflektif (PPR) dan mengakomodasi teori Van Hiele. Latar belakang penelitian ini adalah pembelajaran matematika masih cenderung hanya menekankan aspek kognitif. Penelitian ini bertujuan untuk menghasilkan rancangan produk yang digunakan untuk memfasilitasi pembelajaran matematika topik balok menggunakan PPR yang mengakomodasi teori Van Hiele.

Peneliti menggunakan prosedur penelitian dan pengembangan Sugiyono, yang meliputi: (1) Potensi dan Masalah, (2) Pengumpulan Data, (3) Desain Produk, (4) Validasi Desain, (5) Revisi Desain, (6) Uji Coba Produk dan (7) Revisi Produk. Perangkat pembelajaran yang dikembangkan adalah silabus, RPP, bahan ajar, LKS, Tes, dan penilaian sikap. Subjek dalam penelitian ini adalah siswa kelas VIII E SMP Negeri 1 Yogyakarta. Objek penelitian ini adalah semua perangkat pembelajaran yang dikembangkan oleh peneliti. Teknik pengumpulan data yang digunakan adalah observasi, kuesioner, wawancara dan tes.

Hasil validasi perangkat pembelajaran adalah 4,14 termasuk dalam kategori Baik sedangkan kuesioner respon siswa terhadap proses pembelajaran PPR mengakomodasi teori Van Hiele memperoleh hasil 123,91 termasuk dalam kategori Bagus.

**Kata kunci:** Perangkat pembelajaran, PPR, Teori Van Hiele, Balok

## ABSTRACT

**Clara Prasetyawati Prabaningrum. 2016. Developing Mathematics Learning Set by Using Reflective Pedagogy Paradigm that Accommodates the Theory of Van Hiele in the Subject of Rectangular Solid for Grade VIII E Negeri 1 State Senior High School Yogyakarta. Thesis. Yogyakarta: Mathematics Education, Sanata Dharma University.**

The study was a study that developed a mathematics learning set for the subject of rectangular solid by using the Reflective Pedagogy Paradigm and by accommodating the theory of Van Hiele. The background of the study was that the mathematics learning that still inclined to emphasize the cognitive aspect only. The objective of the study was to generate a product design that might be used for facilitating the mathematics learning in the subject of rectangular solid that used of Reflective Pedagogic Paradigm and that accommodated the theory of Van Hiele.

The researcher implemented the research and development procedures that had been developed by Sugiyono and these procedures included: (1) Potentials and Problems, (2) Data Gathering, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Testing and (7) Product Revision. The learning sets that had been developed were the syllabus, the lesson plans, the learning materials, the students' practice sheet, the test and the attitude assessment. The subjects in the study were the students of Grade VIII E in the Negeri 1 Junior High School Yogyakarta. Then, the objects of the study were all of the learning sets that had been developed by the researcher. The data gathering techniques that the researcher implemented were observation, questionnaire, interview and test.

The results of learning sets validation was equal to 4.14 and, therefore, the learning sets belonged to the Good category. Then, the results of questionnaire analysis on the students' response toward the Reflective Pedagogy Paradigm that accommodated the theory of Van Hiele was equal to 123.91 and belonged to the Good category.

**Keyword:** Learning sets, Reflective Pedagogy Paradigm, Theory of Van Hiele