

ABSTRAK

Solechah Wahyu Hardianti (121414095). Penerapan Paradigma Pedagogi Reflektif (PPR) dalam Pembelajaran Limas dengan Teori Van Hiele pada Kelas VIII A SMP Kanisius Kalasan Tahun Ajaran 2015/2016. Skripsi, Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta, 2016.

Penelitian ini bertujuan untuk mengetahui implementasi pendekatan PPR dalam pembelajaran limas dengan menggunakan teori Van Hiele, untuk mengetahui pencapaian kompetensi dalam implementasi pendekatan PPR pada pembelajaran limas dengan menggunakan teori Van Hiele, dan untuk mengetahui respon siswa dalam pembelajaran matematika melalui pendekatan PPR dengan menggunakan teori Van Hiele pada siswa kelas VIII A SMP Kanisius Kalasan tahun ajaran 2015/2016.

Penelitian ini merupakan penelitian deskriptif kualitatif. Data yang dibutuhkan dalam penelitian ini adalah data keterlaksanaan pendekatan PPR, data pencapaian kompetensi aspek *competence*, *conscience*, dan *compassion*, dan angket kuesioner respon siswa dalam pembelajaran matematika dengan menggunakan PPR. instrumen penelitian yang digunakan meliputi lembar pengamatan keterlaksanaan proses pembelajaran, lembar nilai sikap siswa, kuesioner respon siswa dan data hasil belajar.

Hasil penelitian ini menunjukkan bahwa: (1) persentase keterlaksanaan pendekatan PPR yang diperoleh yakni mencapai skor 186 (86%) tergolong sangat baik, (2) pencapaian skor kompetensi aspek *competence* siswa yakni 51,9 (51%) yang tergolong rendah. Pencapaian skor aspek *conscience* siswa yakni 78,87 (86%) tergolong baik, dan pencapaian skor aspek *compassion* yakni 78,87 tergolong baik, (3) pencapaian skor respon siswa dalam pembelajaran matematika dengan menggunakan PPR yakni 104,06 (65%) tergolong cukup. Refleksi siswa selama proses pembelajaran siswa merasa senang dan lebih dapat menumbuhkembangkan sikap kerjasama, percaya diri, teliti, tanggung jawab dan menghargai pendapat orang lain. Siswa lebih mengetahui materi tentang limas.

Kata-kata kunci: Penerapan, Paradigma Pedagogi Reflektif, Limas, Teori Van Hiele.

ABSTRACT

Solechah Wahyu Hardianti (121414095). Implementation of Reflective Pedagogical Paradigm (PPR) in Pyramid Learning by Using the Theory of Van Hiele on class VIII A SMP Kanisius Kalasan academic year 2015/ 2016. Thesis, Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, 2016.

This research was aimed to find the implementation of PPR approach in the pyramid learning by using the theory of Van Hiele, to find the competence achievement in the implementation of PPR approach in the pyramid learning by using the theory of Van Hiele, and to find evaluate the responses of students in mathematics learning through PPR approach by using the theory of Van Hiele on students' in class VIII A SMP Kanisius Kalasan academic year 2015/ 2016.

This research is a qualitative descriptive research. The required data of this research was PPR approach enforceability data, competency achievement data in the aspects of competence, conscience, and compassion, and the questionnaires of students' responses in mathematics learning by using PPR approach. The research instruments used include the observation sheet of the learning process enforceability, the score sheet of students' attitudes, the questionnaire of students' responses and the students' learning result data .

The results of this research indicate that: (1) percentage of the enforceability of PPR approach reaching a score of 186 (86 %) and it was classified as very good, (2) score of competency achievement in competence aspect was 51,9 (51%) and it was classified as low. The score of competency achievement in conscience aspect was 78,87 (86%) and it was classified as good, and the score of competency achievement in compassion aspect was 82,75 (88%) and it was classified as very good, (3) the score of students' responses in mathematics learning by using PPR approach was 104,06 (65%) and it was classified as quite enough. Reflection of students' during the learning process, students' feel happy and can foster an attitude of cooperation confident, conscientious, responsibility and respect for the opinions of others. Students' are more aware of material about the pyramid.

Keywords: *implementation, Reflective Pedagogical Paradigm, pyramid, Van Hiele theory*