

ABSTRAK

Maria Elisabeth Chentya Indah Agustin. 2012. Aktivitas Belajar Siswa dalam Pembelajaran Matematika Berbasis Paradigma Pedagogi Reflektif di Kelas X-2 SMA Kanisius Harapan Tirtomoyo Wonogiri. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui aktivitas belajar siswa kelas X-2 SMA Kanisius Harapan Tirtomoyo Wonogiri dalam pembelajaran matematika berbasis Paradigma Pedagogi Reflektif (PPR) dan untuk mengetahui sejauh mana kesesuaian antara aktivitas belajar siswa tersebut dengan karakteristik PPR pada materi Sistem Persamaan Linear.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan aktivitas belajar siswa dalam pembelajaran matematika berbasis PPR. Subjek penelitian ini adalah siswa kelas X-2 SMA Kanisius Harapan Tirtomoyo. Pengumpulan data berlangsung pada pembelajaran yang dilaksanakan tanggal 16-29 September 2011 sebanyak lima kali pertemuan, dengan cara pengamatan langsung yang dilakukan saat kegiatan pembelajaran dan pengamatan tidak langsung yaitu melalui hasil rekaman video dari voice recorder dan handycam. Analisis data dilakukan dengan prosedur: (i) reduksi data yang meliputi transkripsi data rekaman video dan penentuan topik-topik data, (ii) kategorisasi data, dan (iii) penarikan kesimpulan.

Hasil penelitian terdiri dari uraian mengenai aktivitas belajar siswa kelas X-2 SMA Kanisius Harapan Tirtomoyo dalam pembelajaran matematika dan kesesuaian antara aktivitas belajar siswa tersebut dengan karakteristik PPR dalam pembelajaran. (1) Aktivitas belajar siswa yang terjadi dalam pembelajaran matematika berbasis Paradigma Pedagogi Reflektif untuk topik sistem persamaan linear di kelas X-2 SMA Kanisius Tirtomoyo telah sesuai dengan RPP yang telah dipersiapkan oleh guru. Dalam proses pembelajaran, siswa mengalami dan mendapatkan kesempatan untuk menumbuhkan nilai kemanusiaan yang berupa rasa tanggung jawab dalam melaksanakan tugas dan kewajiban, dalam bentuk Tugas Mandiri (mengumpulkan barang bekas) dan aktivitas-aktivitas lain yang berkaitan dengan hal tersebut (termasuk keaktifan dalam berdiskusi). (2) Aktivitas belajar siswa di kelas X-2 SMA Kanisius Tirtomoyo telah memenuhi karakteristik Paradigma Pedagogi Reflektif. Hal tersebut terbukti dengan adanya aktivitas berikut: (i) Guru menyesuaikan nilai kemanusiaan yang akan ditumbuhkan dengan konteks siswa dan materi pelajaran. Karakteristik ini tampak pada aktivitas subjek yang mengerjakan Lembar Diskusi Kelompok I, aktivitas subjek yang berkaitan dengan Tugas Mandiri, aktivitas siswa berdiskusi dalam kelompok; (ii) Siswa mengalami nilai kemanusiaan dalam kegiatan pembelajaran, Karakteristik ini tampak pada aktivitas siswa menata barang bekas secara berkelompok, aktivitas siswa mensharingkan pengalaman saat mengumpulkan barang bekas, aktivitas siswa bertanggung jawab untuk mengerjakan di depan kelas sedangkan siswa yang lain bertanggung jawab mengoreksi, aktivitas siswa berdiskusi dalam kelompok; (iii) Siswa merefleksikan pengalaman terkait dengan nilai kemanusiaan. Karakteristik ini tampak pada aktivitas siswa yang mengisi *Lembar Refleksi Diri I, II, dan III*; (iv) Siswa membangun niat atau melakukan aksi untuk mewujudkan nilai kemanusiaan. Karakteristik ini tampak pada aktivitas siswa yang mengisi *Lembar Aksi I, II, dan III*; (v) Siswa dievaluasi oleh guru dalam proses belajar sesuai nilai kemanusiaan yang dialami

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siswa. Karakteristik ini tampak pada aktivitas siswa yang mengerjakan *Lembar Evaluasi (kuis) I, II, dan III*.

Kata kunci: *aktivitas belajar siswa, Paradigma Pedagogi Reflektif dan Sistem Persamaan Linear.*



ABSTRACT

Maria Elisabeth Chentya Indah Agustin. 2012. Students' Learning Activities in Mathematics Teaching and Learning based on Reflective Pedagogy Paradigm in Class X-2, Kanisius Harapan Tirtomoyo Senior High School, Wonogiri. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

The aims of this research were to know the students' learning activities in Class X-2, Kanisius Harapan Tirtomoyo Senior High School, Wonogiri in Mathematics Teaching and Learning which was based on reflective pedagogy paradigm (PPR) and to know the consistency between students' learning activities and the PPR's characteristics on the topic of linear equation systems.

This research was a qualitative descriptive study. The data collected were qualitative data related to students' learning activities in mathematics teaching and learning process based on PPR. The subjects of this research were the students of Class X-2 at Kanisius Harapan Tirtomoyo Senior High School. The data collection was conducted in the class session on September 16th-29th, 2011 which was conducted in five meetings using direct observation in the teaching and learning process and indirect observation which used a video recording from a voice recorder and a handy cam. The data were analyzed by these procedures: (i) Data reduction which included the transcripts from the video recording and the identification of the topics of data, (ii) Data categorization, and (iii) Summing up the conclusion.

The results of the research consisted of the description about the learning activities of Class X-2 students of Kanisius Harapan Tirtomoyo Senior High School in mathematics teaching and learning process and the consistency between students' learning activities and the PPR's characteristics in the teaching and learning process. (1) Students' learning activities which happened in mathematics teaching and learning based on reflective pedagogy paradigm for the topic of linear equation systems in Class X-2 Kanisius Harapan Tirtomoyo Senior High School had been consistent with the lesson plan which had been prepared by the teacher. In the learning process, students experienced and got the chance to develop human values such as the responsibility in doing the duties and obligations in individual assignment (collected used things) and other activities which were related to those activities (including the activities in discussion). (2) The students' learning activities in Class X-2 at Kanisius Harapan Tirtomoyo Senior High School had satisfied the characteristics of reflective pedagogy paradigm. It was proven by these activities: (i) Teacher adapted the human value which was going to be developed in the context of students and the topic of teaching and learning. This characteristic appeared in the subjects' activities by doing the first group's discussion sheet, subjects' activities which were related to the individual assignment, and students' activities in the group discussion; (ii) Students experienced the human value in the teaching and learning process. This characteristic appeared in students' activities by arranging the used things in group, sharing about collecting the used things, responsibility to work in front of the class, and the others had the responsibility to correct in the group's discussion; (iii) Students reflected on the experience which was related to human values. This characteristic appeared in students' activities by completing the first, second, and third Self Reflection Sheets; (iv) Students built the willingness to actualize the human values. These characteristics appeared in students' activities by completing the first, second and third Action Sheets; (v) Students were evaluated by teacher in the teaching and learning process as well as the human values which was experienced individually by the students.

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This characteristic appeared in students' activities by completing the first, second and third evaluation sheets (quizzes).

Key words: Students' learning activities, reflective pedagogy paradigm, and linear equation system.

