

## ABSTRAK

**Mikaela Yuliani. 2016. Implementasi Perangkat Pembelajaran Paradigma Pedagogi Reflektif (PPR) pada Materi Balok yang Mengakomodasi Teori Van Hiele di Kelas VIII D SMP Pangudi Luhur 1 Yogyakarta Tahun Ajaran 2015/2016. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini merupakan penelitian deskriptif kualitatif yang mengimplementasikan perangkat pembelajaran Paradigma Pedagogi Reflektif (PPR) pada materi balok yang mengakomodasi teori Van Hiele. Tujuan penelitian ini adalah untuk mendeskripsikan keterlaksanaan implementasi perangkat pembelajaran PPR, mendeskripsikan hasil implementasi yang meliputi 3C (*Competence, Conscience, Compassion*), dan mendeskripsikan respon siswa.

Penelitian ini menggunakan perangkat pembelajaran yang telah diujicobakan oleh peneliti sebelumnya. Perangkat pembelajaran yang digunakan meliputi: silabus, RPP, LKS, bahan ajar, THB, dan penilaian sikap. Selain itu peneliti juga menggunakan instrumen penelitian yang berupa panduan wawancara, lembar observasi dan kuesioner respon siswa.

Hasil penelitian menunjukkan bahwa: (1) Persentase keterlaksanaan pembelajaran PPR sebesar 90,47%, hal ini menunjukkan bahwa implementasi perangkat pembelajaran PPR pada materi balok yang mengakomodasi teori Van Hiele sudah terlaksana dengan baik. (2) Hasil ulangan menunjukkan 58,82% siswa tuntas KKM, selain itu nilai ulangan juga dikelompokkan sesuai kriteria nilai tes siswa yakni 52,94% siswa mendapat kriteria baik sekali, 17,65% siswa mendapat kriteria baik, 8,82% siswa mendapat kriteria cukup, 14,71% mendapat kriteria kurang, dan 5,88% siswa mendapat kriteria gagal. Hasil pengamatan pada aspek *conscience* menunjukkan bahwa 49,335% siswa memiliki kepercayaan diri yang cukup baik, 44,7% siswa menunjukkan tanggung jawab yang baik, 71,705% siswa memiliki ketelitian yang baik, dan 50,805% siswa menunjukkan kerja sama yang baik. Hasil pengamatan pada aspek *compassion* menunjukkan bahwa 55,26% siswa menunjukkan sikap membantu yang baik dan 50,805% siswa menunjukkan sikap saling menghargai yang baik. (3) Hasil persentase kuesioner respon siswa kategori netral sebesar 20,58%, persentase respon siswa kategori bagus sebesar 64,71%, dan persentase respon siswa kategori sangat bagus sebesar 14,71%.

**Kata Kunci:** Perangkat pembelajaran, Paradigma Pedagogi Reflektif, Balok, Teori Van Hiele

## ABSTRACT

**Mikaela Yuliani. 2016. The Implementation of Learning Media of Reflective Pedagogy Paradigm (PPR) in Rectangular Solid Materials that Accommodate Van Hiele Theory in Grade VIII D SMP Pangudi Luhur 1 Yogyakarta in Academic Year 2015/2016. Thesis. Yogyakarta: Mathematics Education Study Program. Department of Mathematics and Science Education. Faculty of Teachers Training and Education. Sanata Dharma University.**

This research is qualitative descriptive study that implements learning media of Reflective Pedagogy Paradigm (PPR) in rectangular solid materials that accommodate Van Hiele theory. The purpose of this research is to describe the implementation of PPR learning media, describe the results of the implementation which include 3C (Competence, Conscience, Compassion), and describe students' responses.

This research uses learning media that has been tested by previous researchers. Learning media that is used include: syllabus, lesson plan, worksheet, teaching materials, THB, and attitude assessment. In addition, the researcher is also using instruments in the form of interview, observation sheet, and questionnaire of students' responses.

The results showed that: (1) percentage of the implementation of PPR learning amounted to 90.47%, it shows that the implementation of PPR learning media in rectangular solid materials that accommodate Van Hiele theory was already performing well. (2) The results of exam showed that 58.82% students completed the KKM, besides test scores were also classified according to criteria of students' test scores, namely 52.94% students got excellent criteria, 17.65% students got good criteria, 8.82% got fair criteria, 14.71% students got poor, and 5.88% students got fail criteria. The observation results of conscience aspect showed that 49.335% students had good confidence, 44.7% students showed good responsibility, 71.705% students had good accuracy, and 50.805% students showed good cooperation. The observation results of compassion aspect showed that 55.26% students had good attitude and 50.805% students showed good respect. (3) The percentage's results of the questionnaire of students' responses which include neutral category was 20.58%, the percentage students' responses which include good category was 64.71% and the percentage of students' responses which include excellent was 14.71%.

**Key words:** Learning media, Reflective Pedagogy Paradigm, rectangular solid, Van Hiele theory