

UPAYA PENINGKATAN KUALITAS PEMBELAJARAN ANALISIS REGRESI
DENGAN METODE *STUDENT PROJECT*
DI JURUSAN PENDIDIKAN MATEMATIKA

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Abstract

This research is held to study the effectiveness of learning by using student project method from the student's competencies in applying regression analysis on real world. More specifically, the aims of the research are for knowing both the cognitive and non cognitive aspects of learning, i.e. achievement, self-independence and activity of the students in learning process. This method is implemented to the students in regression analysis course at mathematics education department in 2002.

The student project learning is applied in classroom action research form, which consists of two cycles. There are group-projects given to the students in each cycles. The projects are analyzing data from the lecturer and searching data from other areas and then analyzing them. The results are presented and discussed in class followed by the entire students. The evaluation is performed between and after the cycles, considering project and test grades and competencies in presentation that correspond to the cognitive aspect. The self-independence and activity of the students yield the non cognitive aspect are known from the questionnaires and observation, respectively.

The results of the research show that 64.5 % students have at least grade 60 or B- , the activities of the students in learning process are good, which is indicated from the fact that 85 % students are actively involved in discussion. The self-independence in learning is relatively good as mostly can do the projects that need the students to search and explore actively and independently.

Key word : student project

Pendahuluan

Pembelajaran Analisis Regresi di Jurusan Pendidikan Matematika FMIPA UNY yang biasa dilaksanakan bersifat klasikal dan menggunakan metode ekspositori. Selama pembelajaran berlangsung, mahasiswa cenderung pasif. Mahasiswa pada umumnya hanya menerima materi kuliah yang disampaikan dosen dan mencatatnya, sehingga selama proses pembelajaran hanya terjadi komunikasi satu arah dari dosen ke mahasiswa. Hal tersebut terjadi karena mahasiswa tidak mempersiapkan diri untuk mengikuti kuliah dan dosen tidak memberi fasilitas yang memungkinkan mahasiswa berperan aktif dalam proses pembelajaran. Mahasiswa cenderung tidak membaca referensi lain selain yang diwajibkan oleh dosen, bahkan sebagian mahasiswa hanya mengandalkan catatan kuliah.