

## ABSTRAK

**Gregoria Nazianzya Yanu Kundhy Ardhina (121414083). Kemampuan Mahasiswa PGSD yang Mengikuti Mata Kuliah Matematika Lanjut SD Dalam Mengartikan dan Menghitung Perkalian dan Pembagian Pecahan di Tahun Akademik 2016/2017. Skripsi, Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta, 2017.**

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran yang dialami mahasiswa yang mengikuti mata kuliah Matematika Lanjut SD yang membelajarkan tentang mengartikan dan menghitung perkalian dan pembagian pecahan serta menyelesaikan masalah tentang perkalian dan pembagian pecahan, mendeskripsikan kemampuan mahasiswa PGSD yang mengikuti mata kuliah Matematika Lanjut SD dalam mengartikan dan menghitung perkalian dan pembagian pecahan serta menyelesaikan masalah tentang perkalian dan pembagian pecahan.

Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subjek penelitian adalah mahasiswa program studi Pendidikan Guru Sekolah Dasar Universitas Sanata Dharma yang sedang mengikuti mata kuliah Matematika Lanjut kelas A pada tahun akademik 2016/2017. Bentuk data yang digunakan berupa hasil observasi, lembar jawab tes esai sebanyak satu kali dan hasil wawancara.

Berdasarkan analisis yang telah dilakukan, peneliti menyimpulkan bahwa (1) Proses pembelajaran yang dialami mahasiswa yaitu: mengingat kembali konsep dari perkalian dan pembagian. Mahasiswa mendapat soal berbentuk simbolik yang berkaitan dengan perkalian dan pembagian pecahan. Mahasiswa mengerjakan soal dengan diskusi dan presentasi. Mahasiswa bertanya kepada dosen dan ditanggapi oleh dosen dengan mengajak mahasiswa ikut memeragakan membuat representasi dari pembagian dan perkalian pecahan menggunakan kertas lipat. (2) Kemampuan mahasiswa dalam mengartikan dan menghitung perkalian dan pembagian pecahan serta menyelesaikan masalah yaitu: mahasiswa mampu dalam membuat representasi arti perkalian pecahan dan menghitung perkalian dan pembagian pecahan. Namun, mahasiswa masih memiliki kelemahan dalam membuat representasi arti pembagian pecahan dan menyelesaikan permasalahan yang berkaitan dengan perkalian dan pembagian pecahan.

**Kata kunci :Kompetensi Profesional, Perkalian Pecahan, Pembagian Pecahan.**

**ABSTRACT**

**Gregoria Nazianzya Yanu Kundhy Ardhina (121414083). The Ability of PGSD Students Who Study Elementary School Advanced Mathematics Course in Interpreting and Counting Fraction Multiplication and Division in the Academic Year 2016/2017. Thesis, Mathematics Education Study Program, Department of Mathematics and Science, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, 2017.**

This research aimed describing a learning process which was experienced by the students who studied Elementary School Advanced Mathematics Course which learnt about interpreting and counting multiplication and division of fractions, and solved problems about fraction multiplication and division, describing the ability of PGSD students who studied Elementary School Advanced Mathematics Course in interpreting and counting multiplication and division of fractions, and solving the problems about fraction multiplication and division.

The type of used in this research was qualitative descriptive research. The research subjects were the students of Elementary School Teacher Education study program in Sanata Dharma University who were studying Elementary School Advanced Mathematics Course in Class A in the academic year 2016/2017. The data that resulted from this research were by researcher observation result, test results which were done once, an interview result.

Based on the analysis which has been done by the researcher, the researcher concluded that (1) The learning process which was experienced by the students was the students remember about the fraction and the division concept. The students got symbolic questions related to multiplication and division. The students work on the questions with a discussion and presentation. The students asked the lecturer and she responded that she asked the students to join her representation the fraction multiplication and division using paper. (2) The students' ability in interpreting and counting fraction multiplication and division, and solving the problems were, i.e. the students were capable to make the representation about the meaning of fraction multiplication, count fraction multiplication and division. Nevertheless, the students still have weaknesses in making the representation about fraction division and solving the problems related to fraction multiplication and division.

**Key words : Professional Competence, Fraction Multiplication, Fraction Division.**