

**ABSTRAK****Efektivitas Pembelajaran Matematika Berbasis Masalah Pada Pokok Bahasan Sistem Persamaan Linear Dua Variabel Di Kelas VIII-A SMP Kanisius 1 Surakarta Tahun Ajaran 2014/2015**

Skripsi

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Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran berbasis masalah terhadap hasil belajar dan keaktifan siswa terhadap pembelajaran matematika pada pokok bahasan sistem persamaan linear dua variabel, serta mengetahui tanggapan siswa terhadap metode pembelajaran yang dilakukan. Penelitian ini tergolong ke dalam penelitian deskriptif kualitatif dan kuantitatif. Penelitian dilaksanakan pada semester genap tahun ajaran 2014/2015 dengan pokok bahasan sistem persamaan linear dua variabel.

Subyek dalam penelitian ini adalah siswa-siswi kelas VIII-A SMP Kanisius 1 Surakarta yang berjumlah 25 siswa. Instrumen dalam penelitian ini meliputi lembar pengamatan keaktifan siswa, lembar kuisioner tanggapan siswa dan tes hasil belajar siswa. Validitas isi diperoleh melalui uji pakar sedangkan validitas butir soal dan reliabilitas dengan melakukan uji coba instrumen. Butir soal yang tidak valid kemudian direvisi.

Hasil penelitian menunjukkan bahwa efektivitas pembelajaran matematika dengan model pembelajaran berbasis masalah pada pokok bahasan sistem persamaan linear dua variabel dari hasil belajar siswa tergolong dalam kategori sangat rendah. Keaktifan siswa, efektivitasnya tergolong dalam kategori cukup dan jika dilihat keaktifan dari aspek keterlibatan siswa juga tergolong dalam kategori cukup. Tanggapan siswa terhadap pembelajaran berbasis masalah pada pembelajaran matematika pokok bahasan sistem persamaan linear dua variabel secara umum baik. Indikator 1 mengenai memahami isi pelajaran mencapai 70%, indikator 2 mengenai memberi kepuasan atas pengetahuan baru mencapai 71%, indikator 3 mengenai meningkatkan aktivitas pembelajaran mencapai 67%, indikator 4 mengenai meningkatkan minat siswa untuk belajar mencapai 76% dan indikator 5 mengenai meningkatkan rasa tanggung jawab mencapai 80%. Secara keseluruhan, 58,3% dari jawaban siswa dapat menerima dan terbantu dengan penggunaan pembelajaran berbasis masalah.

**Kata-kata kunci** : Pembelajaran Matematika Berbasis Masalah, Hasil Belajar, Keaktifan, Sistem Persamaan Linear Dua Variabel.

**ABSTRACT****The Effectiveness of Mathematics Problem Based Learning on The Topic of Systems of Linear Equations in Two Variables In Class VIII-A of SMP Kanisius1 Surakarta Academic Year 2014/2015**

Thesis

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This study aims to determine the effectiveness of problem-based learning method towards the learning outcomes and the students' activity towards the learning mathematics on the topic of systems of linear equations of two variables, as well as to determine the response of students to teaching methods done. This study was classified into descriptive qualitative and quantitative research. The experiment was conducted in the second semester of the academic year 2014/2015 with the subject of two variable systems of linear equations.

The research subject were the students of class VIII-A SMP Kanisius 1 Surakarta, which consisted of 25 students. The instruments in this study included the observational student activity sheets, the students' responses questionnaire sheet and the students' achievement test. The content validity was obtained through the expert testing, while the validity of the items and reliability was obtained through the test instruments. The invalid items were subsequently revised.

The results showed that the study of mathematics by problem-based learning method on the subject of the system of linear equations of two variables in the result of students learning were categorized in the very low category. The effectiveness was classified in the enough category and when seen the activeness of the students involvement aspect was also classified in the enough category. In general, the response of the students to the problem-based learning in the subject of mathematics learning system of linear equations in two variables was good. The first indicator on understanding the content reached 70%, the second indicator on gives satisfaction on the new knowledge reached 71%, the third indicator on improving learning activities reached 67%, the fourth indicator on increasing student interest in learning reached 76% and the fifth indicator on increasing the sense of responsibility replied reached 80%. The conclusion was 58,3% of students' could help by using problem-based learning.

**Key words** : Problem Based Learning in Mathematics, Result of Learning, Activeness, Systems of Linear Equations in Two Variables.