

ABSTRAK

Penelitian ini bertujuan untuk mengungkap kultur mikro wawancara yang melatarbelakangi cara pemecahan masalah anak dalam mempelajari topik pengurangan dalam wawancara berdasarkan tugas, serta cara, karakteristik dan rekomendasi didaktik yang terkait.

Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek penelitian adalah dua siswa kelas 1 SD yang dipilih secara sengaja. Data berupa rekaman video berisi serangkaian sesi wawancara berdasarkan tugas antara pewawancara dan subjek secara individual. Data dianalisis dengan pendekatan interpretif berdasarkan sudut tinjauan kognitif dan sosiokultural. Tugas dalam wawancara tersebut berkaitan dengan topik pengurangan bilangan cacah antara 20 dan 50 dengan konteks biskuit.

Hasil analisis menunjukkan bahwa praktek membilang tidak mengarah pada proses berpikir secara terstruktur. Selain itu beberapa norma sosiomatematis yang mengharuskan subjek menggunakan model atau alat belajar yang mengandung struktur dapat mengeliminasi praktek membilang tersebut. Adanya norma sosial yang mengharuskan subjek memberikan penjelasan atas jawaban yang diberikan mampu mengeliminasi keraguan subjek dalam penggunaan cara pemecahan yang berasal dari dirinya sendiri. Beberapa rekomendasi terkait yang diajukan adalah untuk memperdalam pengertian anak tentang bilangan, pembentukan praktek dan norma serta pemberian konflik kognitif untuk mengarahkan anak ke proses berpikir secara terstruktur.

Kata kunci: Kultur mikro wawancara, cara pemecahan masalah, wawancara berdasarkan tugas.

ABSTRACT

This research was trying to reveal interview's micro-culture that influenced on children's way of problem solving in learning subtraction topic in task-based interviews and ways, characteristics and some related didactic recommendations

This research was descriptive qualitative research. Subjects of this research were two first graders of elementary school chosen purposively. The datum contained a series of task-based interviews between the interviewer and the subjects individually that was recorded using videotape. The datum was analyzed using interpretive approach that used cognitive and sociocultural theories as the perspectives. The task on the interviews was related to subtraction topic from 20 up to 50 problems presented in the context of "biscuits (*Biskuit*)".

The research results showed that counting practices weren't head for thinking process in a structured way. Beside that, some of socio-mathematical norms that obliged the subjects to use model or learning tools that contain structure could eliminate these counting practices. The existence of social norms that obliged the subjects to give explanations on the answers given could eliminate subject's hesitation on using problem solving that came out from themselves. Some related recommendations that were proposed were to deepen the children's understanding on number sense, forming practices and norms along with giving cognitive conflict to direct the children to a structured thinking process.

Key words: Interviews micro-culture, way of problem-solving, interview based on task way.