

ABSTRAK

Aloysius Guntoro Hadi Saputro, 2008. *Kegiatan Inkuiri dalam Pembelajaran Matematika Kelas VII SMP pada Pokok Bahasan Sifat-Sifat Segitiga Istimewa.* Skripsi, Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini merupakan penelitian kualitatif deskriptif yang bertujuan untuk mengungkapkan: (a) cara siswa kelas VII SMP melakukan kegiatan inkuiri dalam pembelajaran matematika, dan (b) cara guru membimbing kegiatan inkuiri dalam pembelajaran matematika di kelas VII SMP. Subjek penelitian ada 4 orang siswa kelas VII SMP, dua orang laki-laki dan dua orang perempuan.

Data berupa cara siswa melakukan kegiatan inkuiri dan cara guru membimbing dalam kegiatan inkuiri. Teknik pengumpulan data dilakukan dengan pengamatan secara langsung ketika proses pembelajaran berlangsung, perekaman video, dan pengumpulan dokumen lembar kerja siswa. Tugas yang diberikan terdiri dari 10 masalah yang harus dikerjakan oleh masing-masing subjek, tiap masalah berkaitan dengan sifat-sifat segitiga istimewa untuk siswa kelas VII SMP. Data dianalisis dengan langkah-langkah yaitu: (i) transkripsi, (ii) penentuan topik-topik data, (iii) penentuan kategori-kategori data, dan (iv) penarikan kesimpulan.

Hasil penelitian berupa (a) cara siswa melakukan kegiatan inkuiri untuk masing-masing subjek dan (b) cara guru membimbing dalam kegiatan inkuiri. Siswa melakukan kegiatan inkuiri dengan cara (i) membaca dalam rangka memahami masalah dan mempresentasikan hasil pekerjaan, (ii) menggunakan alat peraga dalam rangka melakukan eksperimen, menjelaskan pekerjaan dan menemukan pengetahuan baru, (iii) menulis dalam rangka menyelesaikan masalah dan menuliskan kesimpulan, (iv) bertanya dalam rangka memahami masalah, memahami pekerjaan siswa lain diskusi dengan siswa lain dan memperlancar pekerjaan, dan (v) menjawab dalam rangka mempertahankan pendapat dan mengutarakan pendapat. Sedangkan guru membimbing dalam kegiatan inkuiri dengan cara: (i) memfasilitasi penyajian masalah dan alat peraga, (ii) bertanya dalam rangka menyamakan pandangan siswa dan mendorong siswa mengungkapkan pendapat, (iii) meminta dalam rangka mendorong siswa memahami masalah, mendorong siswa mengerjakan sendiri, mendorong siswa menjelaskan hasil pekerjaannya, dan mendorong siswa untuk menyimpulkan disetiap akhir pembelajaran, (iv) menjelaskan dalam rangka mengarahkan siswa pada informasi tertentu, dan (v) menyimpulkan jawaban-jawaban yang telah diutarakan siswa.

Kata-kata kunci: kegiatan inkuiri, pembelajaran matematika, sifat-sifat segitiga istimewa.

ABSTRACT

Aloysius Guntoro Hadi Saputro, 2008. *The Inquiry Activity in Mathematic Learning for Seventh Grade of Junior High School on The Matter of Characteristic of Particular Triangel.* Final Assignment Report, Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

This research is a descriptive qualitative research which aimed to reveal: (a) the seventh grade of Junior High School students way to do their inquiry activity in mathematic learning, and (b) teachers way to guide the students in the inquiry activity in mathematic learning of Junior High School. There are 4 students of seventh grade of junior high school as the subject of the research, two males and two females.

The data is about the students way to do their inquiry activity and teachers way to guide the inquiry activity. The technique of data gathering is conducted with the direct observation when the teaching-learning process occurred, video recording, and collecting the document of students worksheet. The task given consist of 10 problems that have to be solved by each subject, every problem has relation with the characteristic of particular tiangle for seventh grade of Junior High School. The data were analyzed using the following steps, namely: (i) transcription, (ii) determination of data topics, (iii) determination of data categories, and (iv) drawing conclusion.

The result of the research are (a) students way to do the inquiry activity for each subject and (b) teachers way to guide in the inquiry activity. Students do the inquiry activity by (i) reading in order to understand the problem and presenting their work, (ii) using realia in order to do the experiment, explaining the work and finding new knowledge, (iii) writing in order to finish the problem and writing a conclusion, (iv) asking some question in order to understand the problem, understand the work of other students, have a discussion with other students and accelerating the work, and (v) answering in order to keep the opinion and conveying the argument. While, the teachers guides the inquiry activity by: (i) facilitate the presentation of the problem and the relia, (ii) asking some question in order to generalized the students point of view and encourage the students to convey their opinion, (iii) asking in order to encourage the students to understand the problem, encourage the students to do their task by themselves, encourage the students to explain their work, and encourage the students to conclude their work in the end of the lesson, (iv) explaining in order to direct the students to a certain information and (v) concluding the answers presented by the students.

Keywords: inquiry activity, mathematic learning, the characteristic of particular tiangle.