

## ABSTRAK

### **Perbandingan antara Minat Siswa dan Proses Kegiatan Belajar Mengajar Pada SD yang menerapkan PMRI dan SD yang tidak menerapkan PMRI dalam Pembelajaran Matematika.**

BERNADINUS RIZKI R.  
Universitas Sanata Dharma  
Yogyakarta  
2008

Penelitian ini bertujuan untuk melihat perbedaan proses pembelajaran matematika di kelas pada sekolah yang menerapkan PMRI dan sekolah yang tidak menerapkan PMRI, dilihat dari sikap guru, sikap siswa dan interaksi siswa serta minat/antusias siswa terhadap pembelajaran matematika.

Jenis penelitian yang dipakai yaitu penelitian deskriptif kualitatif. Subjek penelitian ini adalah siswa-siswa kelas III SD Timbulharjo dan SD Mustokorejo. Data-datanya berupa sikap siswa, sikap guru, dan interaksi siswa serta minat siswa selama pembelajaran matematika. Instrumen penelitian ini adalah peneliti sendiri dengan menggunakan lembar observasi, lembar wawancara dan rekaman video dalam memperoleh data yang dibutuhkan. Dalam mengolah data, peneliti menggunakan teknik triangulasi untuk memeriksa keabsahan data yang diperoleh dari lembar hasil observasi, lembar wawancara dan rekaman video. Dari hasil lembar observasi, peneliti dapat melihat bagaimana sikap guru, sikap siswa maupun interaksi dari kedua sekolah, kemudian peneliti lengkapi dengan hasil rekaman video maupun hasil wawancara guru dan siswa.

Dari hasil yang diperoleh, terdapat perbedaan-perbedaan yang signifikan antara SD yang menerapkan PMRI dengan SD yang tidak menerapkan PMRI.

Dilihat dari **sikap guru**, pada SD PMRI: Guru berusaha menjadi fasilitator siswa belajar dan dalam membimbing siswa, guru tidak langsung memberikan jawaban tetapi memberikan pertanyaan yang menuntun dan menggali. Sedangkan Pada SD Non PMRI : Guru masih aktif mentransfer pengetahuan ke pikiran siswa yang menerimanya secara pasif dan dalam membimbing, guru tidak sabar menunggu jawaban siswa sehingga cenderung memberitahu jawaban

Dilihat dari **sikap siswa**, pada SD PMRI: Siswa terlihat berminat/antusias mengikuti pembelajaran dan aktif menjawab pertanyaan. Sedangkan pada SD Non PMRI: Siswa tidak begitu antusias mengikuti pembelajaran dan kurang aktif/takut menjawab pertanyaan.

Dilihat dari **interaksi**, pada SD PMRI: Interaksi siswa dalam memecahkan persoalan(diskusi) sudah terlihat baik. Sedangkan pada SD Non PMRI: Kurang adanya interaksi antar siswa.

**ABSTRACT**

**Comparison Between the Students' Interest and Process of Learning-Teaching Activity in Junior School which Implement PMRI and Junior School Which Does Not Implement PMRI in Learning Mathematic**

BERNARDINUS RIZKI R.  
Sanata Dharma University  
Yogyakarta  
2008

This research aimed to find any differences in process of mathematic learning in class of school which implement PMRI and those which does not implement PMRI, perceived from teachers' attitude, students' attitude and students' activation and also the students' interest/enthusiasm toward mathematic learning.

The type of research used was descriptive qualitative research. The subjects of this research were students in III grade of SD Timbulharjo and SD Mustokorejo. The data by the shape of students' attitude, teachers' attitude, and students' interaction and also the students' interest during mathematic learning. The instrument of this research is the researchers itself used observation sheet, interview sheet and video record in gaining necessary data. In data processing, the researcher used triangulation technique to examine the validity of gained data from the result of observation sheet, interview sheet and video record. From the observation sheet, the researcher could know how is teachers' attitude, students' attitude or even interaction between both schools, then the researchers completed it with the result of video recording or even the result of interview between students and teachers.

From the gained results, there are any significant differences of Junior School which implements PMRI with Junior School which does not implement PMRI. It is perceived from the teachers' attitude, in SD PMRI: The teacher strives to become facilitator of students in learning and in leading the students, the teachers indirectly give responses however giving leading and observing questioner. Meanwhile in SD Non-PMRI: The teachers are still actively transfer their knowledge into students' thinking who receive it passively and in leading, the teachers lack of patient to wait the responses of the students, thus they tended to give the responses. It is perceived from students' attitude, in SD PMRI: The students seem attracted/enthusiast in following learning process and actively respond the question. Meanwhile in SD PMRI: The students unenthusiastically to follow the learning process and inactively/afraid to respond the question. It is perceived from the interaction, in SD PMRI: Students' interaction in concluding the case (discussion) has been seen as well. Meanwhile in SD Non PMRI: There is lack of interaction between the students.