

ABSTRAK

Yohana Yuniarti, 2010. *Karakteristik Pendekatan Pendidikan Matematika Realistik dalam Pembelajaran Bangun Ruang Sederhana Di Kelas IC SD Kanisius Demangan Baru Yogyakarta Semester 1 Tahun Ajaran 2007/2008*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

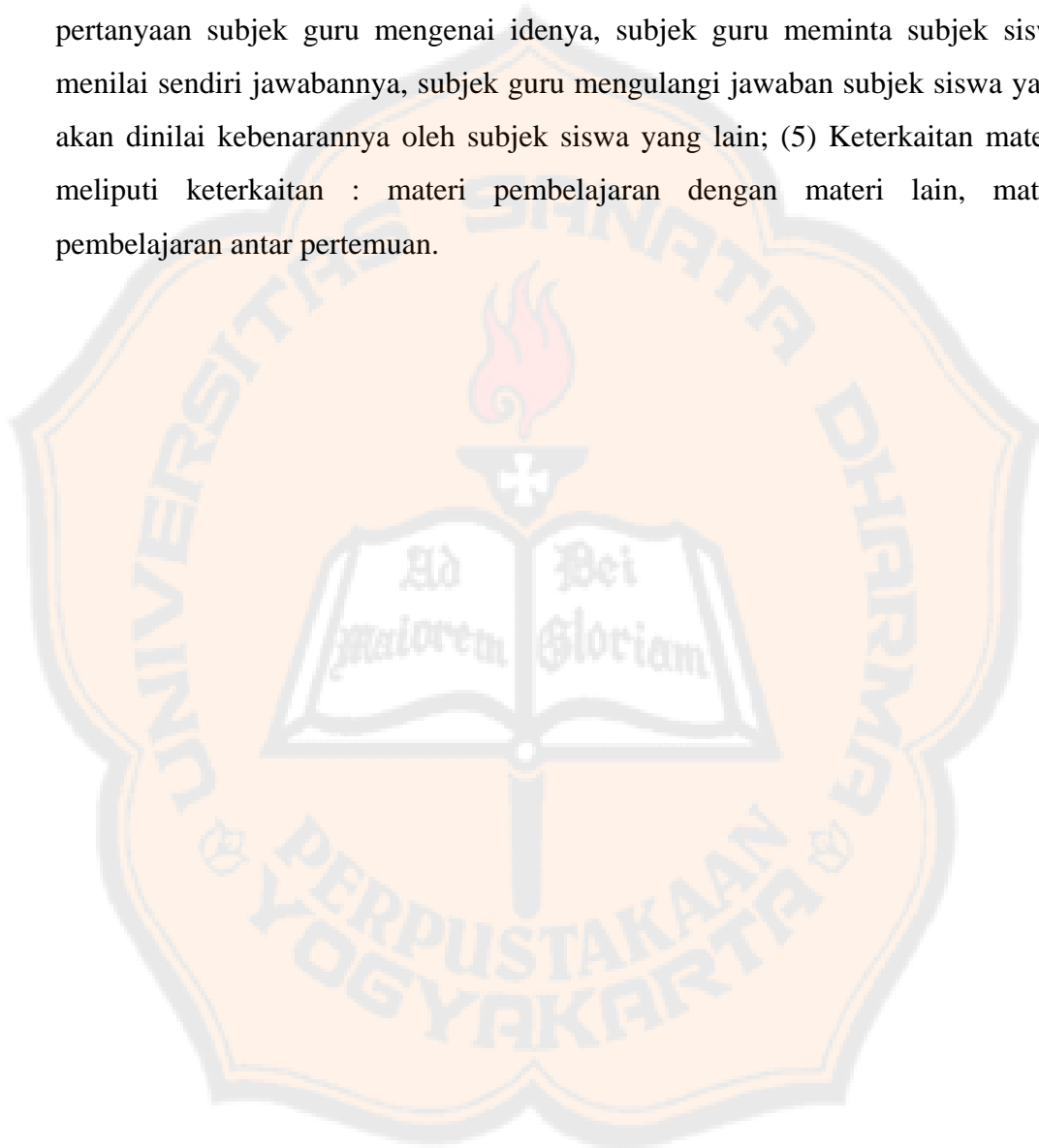
Penelitian ini bertujuan untuk mendeskripsikan ciri khas pendekatan Pendidikan Matematika Realistik yang muncul dalam pembelajaran bangun ruang sederhana di kelas IC SD Kanisius Demangan Baru Yogyakarta semester 1 tahun ajaran 2007/2008.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif yang bertujuan untuk mengungkapkan fenomena dalam keadaan yang seadanya. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan ciri khas pendekatan Pendidikan Matematika Realistik yang muncul selama proses pembelajaran berlangsung. Subjek penelitian adalah siswa kelas IC yang berjumlah 44 orang beserta guru mata pelajaran matematika kelas IC SD Kanisius Demangan Baru Yogyakarta. Penelitian ini dilaksanakan selama empat kali pertemuan yang dimulai pada tanggal 16 sampai dengan 21 November 2007. Pengumpulan data diperoleh dengan merekam kegiatan pembelajaran menggunakan *handy-cam*. Data dianalisis melalui proses yaitu (1) transkripsi, (2) penentuan topik-topik data, (3) penentuan kategori data, dan (4) penarikan kesimpulan.

Hasil penelitian berupa deskripsi mengenai ciri khas pendekatan Pendidikan Matematika Realistik, terdiri dari : (1) penggunaan konteks oleh subjek guru, meliputi penggunaan : benda konkret di kelas, benda konkret yang kemungkinan bisa dibayangkan subjek siswa, pertanyaan atau perintah yang bisa dipahami subjek siswa, situasi yang diciptakan subjek guru di dalam kelas, situasi kehidupan sehari-hari yang bisa dibayangkan subjek siswa; (2) penggunaan instrumen vertikal oleh subjek siswa, meliputi penggunaan instrumen vertikal dari : bentuk-bentuk benda dalam kehidupan sehari-hari menuju bentuk-bentuk bangun ruang, letak benda dalam kehidupan sehari-hari menuju letak benda di dalam barisan; (3) kontribusi subjek siswa, meliputi : ide subjek siswa, cara

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subjek siswa menyelesaikan soal, pertanyaan subjek siswa; (4) kegiatan interaktif, meliputi : subjek guru memberi tanggapan terhadap jawaban subjek siswa yang benar, subjek guru memberi tanggapan terhadap jawaban subjek siswa yang keliru atau tidak sepenuhnya benar, subjek siswa menanggapi pertanyaan subjek guru mengenai idenya, subjek guru meminta subjek siswa menilai sendiri jawabannya, subjek guru mengulangi jawaban subjek siswa yang akan dinilai kebenarannya oleh subjek siswa yang lain; (5) Keterkaitan materi, meliputi keterkaitan : materi pembelajaran dengan materi lain, materi pembelajaran antar pertemuan.



ABSTRACT

Yohana Yuniarti, 2010. *The Characteristics of Realistic Mathematics Education Approach on Teaching and Learning of Simple Space Figure on First Grade C Class SD Kanisius Demangan Baru Yogyakarta in the First Semester of School Year 2007/2008*. Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

The aim of this research was to describe the characteristics of Realistic Mathematics Education approach appearing on teaching and learning of simple space figure on first grade C class SD Kanisius Demangan Baru Yogyakarta in the first semester of school year 2007/2008.

Method used in this research was descriptive qualitative method that is proposed to reveal the phenomena in the real situation. Data collected were qualitative which relate to the characteristic of Realistic Mathematics Education approach in the teaching and learning process. Research subjects were 44 students on first grade C class and mathematics teacher on first grade C class SD Kanisius Demangan Baru Yogyakarta. This research was conducted in three meetings starting from 16th November 2007 until 21st November 2007. Collecting data is obtained by recording the teaching and learning process using handy cam. Data were analyzed through data analyses process i.e. (1) transcription, (2) determining topics' of data, (3) determining category of data, and (4) drawing conclusion.

The result of this research was a description of the characteristics of Realistic Mathematics Education, including: (1) the use of context by the teacher, including the use of concrete objects in the classroom, concrete things that can be imagined by the students, questions or instruction that can be understood by the students, situation created by the teacher in the classroom, situation of real life that can be imagined by the students; (2) the use of vertical instruments by the students, including the use of vertical instruments from: from the figure of objects in daily life to the figure of space, the position of objects in daily life to the order in a sequence; (3) students' contribution, including: students' idea, students' strategies to solve the problem, students' questions; (4) interactivity,

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including: the teacher gives feedback to the correct students' answer, the teacher gives feedback to the wrong or inappropriate students' answer, the student responds to the teacher's question about student's idea, the teacher asks the students to evaluate their answer, the teacher repeats student's answer which the truth will be evaluated by the other students; (5) intertwining of learning strands, including the intertwining of: the mathematics lesson with the other lessons, the lesson in each meeting.

