

ABSTRAK

**PERBANDINGAN IMPLEMENTASI PMRI
DALAM PROSES PEMBELAJARAN MATEMATIKA
DI DUA SEKOLAH DASAR MITRA TIM PMRI**

Upaya implementasi PMRI telah dimulai pada tahun ajaran 2001/2002 di sejumlah Sekolah Dasar dan Madrasah yang dimotori oleh empat Perguruan tinggi. Saat ini ruang lingkup upaya implementasi telah meluas di berbagai daerah. Hal yang perlu diketahui dan diteliti yakni bagaimana karakteristik PMRI direalisasikan dalam kegiatan pembelajaran matematika di sekolah-sekolah mitra tim PMRI. Penelitian ini dilaksanakan dengan tujuan untuk mengetahui realisasi karakteristik PMRI dalam kegiatan pembelajaran matematika di dua Sekolah Dasar mitra tim PMRI.

Jenis penelitian yang digunakan dalam penelitian ini yaitu penelitian deskriptif kualitatif. Subyek penelitian ini ialah siswa dan guru matematika kelas V SD N Percobaan 2 dan SD N Timbulharjo. Data yang dikumpulkan peneliti yaitu berupa kata-kata atau kalimat dari siswa dan guru yang diamati, juga kata-kata atau kalimat yang menggambarkan keadaan atau fenomena yang terjadi selama kegiatan pembelajaran berlangsung. Data diperoleh melalui kegiatan pengamatan langsung di kelas dan wawancara dengan guru dan siswa secara terpisah. Hasil pengamatan dilengkapi dengan rekaman video dianalisa bagaimana itu dilihat dari sudut pandang pembelajaran dan karakteristik PMRI.

Hasil yang diperoleh dari kegiatan penelitian ini, terdapat perbedaan-perbedaan yang signifikan di antara dua Sekolah Dasar mitra tim PMRI dalam mengimplementasikan PMRI dalam kegiatan pembelajaran matematika di kelas. Di SD N Timbulharjo implementasi karakteristik PMRI lebih signifikan dalam prosesnya. Sementara di SD N Percobaan 2 tidak signifikan dalam prosesnya, sehingga terkesan bahwa SD N Percobaan 2 belum menerapkan PMRI dalam kegiatan pembelajaran matematika di kelas.

ABSTRACT

**COMPARISON OF THE PMRI IMPLEMENTATION IN THE PROCESS
OF MATHEMATIC LEARNING IN TWO ELEMENTARY SCHOOLS
AS RELATIONAL TEAM OF PMRI**

The efforts of PMRI implementation has been initiated since the academic period of 2001/2002 in some Elementary Schools and Islamic School which is driven by four university students. Currently, the outreach of implementing efforts has broadened to various areas. It should be known and studied on how is the characteristic of PMRI was realized in the activity of mathematic learning in two elementary schools as relational team of PMRI. This research was conducted by the purpose to know the realization of PMRI's characteristic in the activity of mathematic learning in two elementary schools as the relational team of PMRI.

The type of research used in this research was descriptive qualitative research. The subjects of this research were students and mathematic teachers of V grade of Percobaan 2 State Elementary School and Timbulharjo State Elementary School. The data gained by the researcher were the words of sentence from the students and teachers observed, and also the words or sentences describing a condition of phenomena happened during learning activity underdone. The data gained through the activity of direct observation in class and interview with the teachers and students separately. The result of observation was competed with the video record and analyzed on how it was perceived from the learning point of view and the characteristic of PMRI.

The result gained from the activity of this research was there are significant differences between two elementary schools as the relational team of PMRI in implementing PMRI in mathematic learning activities in class. In Timbulharjo State Elementary School, PMRI characteristic is more significant implemented, whereas in Percobaan 2 State Elementary School is not significantly implemented. Thus it impresses that Percobaan 2 Elementary School has not implemented PMRI in mathematic learning activities in class.