

## ABSTRAK

**Novi Handayani, 051414058. 2009. Keefektifan Pembelajaran Matematika dengan Pendekatan Realistik yang Dipadu dengan Pembelajaran Kooperatif Tipe Jigsaw II pada Siswa Kelas VII SMP Muhammadiyah 3 Yogyakarta pada Pokok Bahasan Persegipanjang dan Persegi. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini bertujuan untuk mengetahui keefektifan pembelajaran matematika pada pokok bahasan persegipanjang dan persegi dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II dilihat dari keaktifan, minat, dan prestasi belajar siswa serta untuk mengetahui tanggapan guru terhadap pelaksanaan pembelajaran matematika dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II.

Subyek penelitian ini adalah siswa kelas VII C SMP Muhammadiyah 3 Yogyakarta. Penelitian ini menggunakan jenis penelitian kuantitatif deskriptif. Instrumen penelitian yang digunakan terdiri dari: (1) Lembar pengamatan keterlibatan siswa, (2) Kuesioner minat siswa, (3) Lembar wawancara minat siswa, (4) Tes Prestasi siswa yang berbentuk *pre test* dan *post test* dan (5) Lembar wawancara tanggapan guru terhadap pelaksanaan pembelajaran matematika dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II. Data keterlibatan yang diperoleh melalui pengamatan dianalisis dengan menghitung persentase dan frekuensi keterlibatan siswa, kemudian berdasarkan persentase tersebut ditentukan kriteria keterlibatan setiap siswa dalam masing-masing diskusi dan dalam keseluruhan diskusi. Data minat siswa dianalisis dengan menentukan skor total yang diperoleh masing-masing siswa dalam setiap pernyataan masing-masing siswa. Setelah itu, ditentukan kriteria minat seluruh siswa dari kriteria minat masing-masing siswa. Data tes prestasi belajar yaitu hasil *pre test* dan *post test*, mula-mula dianalisis sesuai dengan kriteria penilaian, sehingga diperoleh skor tes prestasi belajar siswa. Selanjutnya, skor *pre test* dan skor *post test* dianalisis menggunakan uji t untuk mengetahui ada tidaknya peningkatan prestasi belajar siswa. Data minat siswa dan pendapat guru yang diperoleh dari wawancara peneliti dengan siswa dan guru, kemudian dideskripsikan sesuai dengan jawaban guru dan siswa dalam wawancara tersebut.

Hasil penelitian menunjukkan bahwa (1) Pembelajaran matematika dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II cukup efektif mengaktifkan siswa dalam diskusi kelompok maupun dalam diskusi kelas, (2) Minat siswa berada pada kriteria berminat. (3) Ada peningkatan prestasi belajar siswa. (4) Guru memberikan tanggapan positif terhadap pembelajaran matematika dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II. Namun, ada hal yang harus diperhatikan dalam menggunakan model pembelajaran ini, yaitu keterampilan dalam membagi waktu, karena pelaksanaan pembelajaran matematika dengan pendekatan realistik yang dipadu dengan pembelajaran kooperatif tipe Jigsaw II membutuhkan waktu yang lama.

## ABSTRACT

**Novi Handayani, 051414058. 2009. *The Effectiveness of Math Teaching Learning through Realistic Approach Combined by Cooperative Learning Type Jigsaw II to Seventh Grade Students SMP Muhammadiyah 3 Yogyakarta on Rectangle and Quadrangle Sub Discussion*. Thesis. Math Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.**

This research aimed to identify the effectiveness of Math teaching learning on rectangle and quadrangle sub discussion through realistic approach combined by cooperative learning type Jigsaw II. It was seen from the students' level of participation, students' interest, and students' academic achievement. It also found out the teacher's feedback on the implementation of realistic approach combined by cooperative learning type Jigsaw II in Math teaching learning activity.

The subject of this research was seventh grade C students of SMP Muhammadiyah 3 Yogyakarta. This research applied quantitative descriptive research. There were five research instruments here, namely: (1) Students' involvement observation sheet, (2) Students' interest questionnaire, (3) Students' interest interview sheet, (4) Students' academic achievement tests in the form of pre test and post test, and (5) Interview sheet of teacher's feedback toward the implementation of Math teaching learning through realistic approach combined by cooperative learning type Jigsaw II. Involvement data found through an observation was analyzed by calculating the percentage and the frequency of students' involvement. Then, the percentage was used to determine the criteria of every student's involvement in each discussion and in the whole discussion. The student's interest data was analyzed by determining every student's total score from every student's statement. Afterward, interest criteria of all students were determined from each student's interest criteria. The data of academic achievement test, namely pre test and post test, were at first analyzed by the real assessment criteria to find the score of students' academic achievement. Furthermore, pre test and post test scores were analyzed using t test to know whether there was enhancement of student's academic achievement or not. Students' interest data and teacher's opinion from the students and the teacher's interview were then described based on their answers in that interview.

The result of the research showed that (1) Math teaching learning through realistic approach combined by cooperative learning type Jigsaw II was effective enough to activate the students both in group discussion and class discussion, (2) The students were in the level of interest with the subject. (3) There was enhancement of students' academic achievement. (4) The teacher gave positive feedback toward Math teaching learning through realistic approach combined by cooperative learning type Jigsaw II. However, there is one part that should be considered in using this learning model, namely time management skill. The implementation of Math teaching learning through realistic approach combined by cooperative learning type Jigsaw II needs longer time.