

ABSTRAK

Maria Suci Apriani, 2010. *Penerapan Pembelajaran dengan Pendekatan PMRI tentang Pokok Bahasan Perkalian di Kelas II SD Negeri Timbulharjo Tahun Ajaran 2009/2010.* Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk memperbaiki sikap siswa selama mengikuti pelajaran melalui *reinforcer* berupa bintang, membantu siswa dalam memahami konsep dasar operasi perkalian dengan menggunakan benda-benda konkret dan masalah-masalah kontekstual, siswa mampu membedakan perkalian $a \times b$ dengan $b \times a$.

Subjek penelitian adalah seluruh siswa kelas II SDN Timbulharjo tahun ajaran 2009/2010. Terdapat 33 siswa yang mengikuti proses pembelajaran tetapi hanya 10 siswa yang dipilih sebagai subyek wawancara untuk melihat hasil belajar dari segi kognitif. Sedangkan hasil belajar dari segi afektif adalah seluruh siswa kelas II. Penelitian ini adalah penelitian kualitatif deskriptif. Data yang digunakan adalah video hasil observasi, video hasil wawancara, video hasil pembelajaran, hasil tes dan soal latihan. Metode yang digunakan dalam penelitian ini adalah wawancara dan pengamatan langsung. Instrumen yang digunakan adalah lembar observasi, lembar wawancara, tes awal, tes akhir, soal-soal latihan, dan rancangan pembelajaran. Peneliti menggunakan teknik triangulasi untuk mendapatkan keabsahan data.

Hasil-hasil yang dicapai oleh siswa di dalam penelitian ini adalah:

1. Dengan adanya kesepakatan bersama di awal pelajaran, mengenai aturan-aturan yang harus ditaati selama proses belajar mengajar berlangsung dan pemberian bintang sebagai *reinforcer* karena telah mematuhi peraturan, cukup mampu membentuk norma perilaku yang kita harapkan dari siswa.
2. Pertemuan I peneliti menggunakan tema telur dan diawali dengan soal cerita. Pertemuan ini lebih difokuskan pada kelipatan 5 atau 10 dan penerapan perkalian sebagai penjumlahan berulang, kemudian menyelesaikan soal latihan 1. Pertemuan II, digunakan untuk membahas soal latihan 1. Pertemuan III menggunakan tema kue dan difokuskan pada materi perbedaan perkalian $a \times b$ dengan $b \times a$. Dengan adanya penerapan tema-tema tertentu di setiap pertemuannya, dan penggunaan alat peraga yang mampu merepresentasikan tema-tema tersebut, mampu memberikan dampak yang cukup baik bagi pemahaman siswa mengenai makna perkalian dan perbedaan antara perkalian $a \times b$ dengan $b \times a$.
3. Hasil belajar yang diraih oleh siswa khususnya pada pemahaman mereka mengenai pemahaman perkalian, hanya ada 3 siswa yang mampu memahami makna perkalian dengan baik yaitu Lina, Iwan dan Rini. Sedangkan kedelapan siswa yang lainnya masih tidak konsisten akan makna perkalian sebagai penjumlahan berulang. Ketujuh siswa tersebut pun belum mampu memandang tempat sebagai suatu himpunan, sehingga mereka masih merasa kesulitan untuk mengaplikasikan perkalian tersebut ke dalam masalah

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kontekstual. Namun sembilan siswa dari kesepuluh subjek peneliti, mampu memandang bahwa perkalian $a \times b$ dengan $b \times a$ berbeda, meskipun keenan dari sembilan siswa tersebut memandang makna perkalian masih belum tepat.



ABSTRACT

Maria Suci Apriani, 2010. *The Implementation of the PMRI Approach of Learning on Multiplication Subject Matter Among Second Grade Students of Timbulharjo Elementary School in the Academic Year of 2009/2010*. Thesis. Mathematics Education Study Program, Department of Mathematics and Science Education. Faculty of Teacher Training and Education. Sanata Dharma University. Yogyakarta.

The objective of the research was to improve upon students' attitude during teaching and learning process using "star" as reinforcement, to help students in comprehending basic concept of multiplication using real things and contextual problems, and to make students to be able to differentiate between $a \times b$ multiplication and $b \times a$ multiplication.

The research subjects were all of second grade students of Timbulharjo Elementary School in the academic year of 2009/2010. There were 33 students who joined the teaching learning process and 10 students who were chosen as the interview sample in order to see the learning achievement from the cognitive point of view. The learning achievement from the affective point of view was investigated using all of students in the second grade. The research was descriptive qualitative research. The data collecting was conducted by observation video, interview video, teaching learning process video, test result and practicing exercise. The methods of the research were interview and direct observation. The instruments were observation sheet, interview sheet, pre test, post test, practicing exercises, and lesson plan. The researcher use triangulation technique to obtain the validity.

The results of students' achievement in the research were as follows:

1. The students were able to create behavior norm which was expected with agreement in the beginning of the lesson about the rules that must be obeyed during the teaching and learning process and the star could be used as the reinforcement because it was in line with the rule.
2. In the first meeting, the researcher used "egg" theme and exercises through story in the beginning. The meeting was more focused in the multiplies 5 or multiplies of 10 times over and the implementation of multiplication as repeated multiplication, and then it was euded by Exercise 1. The second meeting was used to discuss Exercise 1. The third meeting used cake theme and was focused on the material about $a \times b$ multiplication and $b \times a$ multiplication. There were good effects on students' comprehension about multiplication and the differentiation between $a \times b$ multiplication and $b \times a$ multiplication understanding because the implementation used certain themes in every meeting, and the use of visual aids that were able to represent the themes.
3. From the students' learning achievement especially in students' comprehension about multiplication, there were just three students who were able to understand the meaning of multiplication well namely Lina, Iwan, and Rini. Whereas the rest seven students were still not consistent comprehending multiplication as repeated multiplication. The rest seven students were still not

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able to see the meaning of the context, so they still got difficulty in apply the multiplication to the contextual problem. But nine students from ten sample were able to recognize that $a \times b$ and $b \times a$ were different, although six from nine students were still not correct in understanding the meaning of multiplication.

