

ABSTRAK

PANGGIH DIAN LESTARI. 2012. *Pengaruh Perbedaan Frekuensi Pemberian Pekerjaan Rumah (PR) Matematika terhadap Minat dan Prestasi Peserta Didik Kelas-X SMA Tarakanita Magelang pada Pokok Bahasan Trigonometri.* Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui pengaruh perbedaan frekuensi pemberian pekerjaan rumah (PR) Matematika terhadap minat dan prestasi peserta didik kelas-X SMA Tarakanita Magelang pada pokok bahasan Trigonometri.

Populasi dari penelitian ini adalah himpunan peserta didik kelas X SMA Tarakanita Magelang pada tahun ajaran 2011/2012. Kelas sampel dalam penelitian ini yaitu seluruh siswa kelas X-1 yang dikenai perlakuan diberikan pekerjaan rumah di akhir setiap proses pembelajaran, dan kelas X-2 yang dikenai perlakuan diberikan pekerjaan rumah setiap 2 pertemuan 1 kali di akhir proses pembelajaran.

Sebelum kegiatan penelitian dilaksanakan, peneliti terlebih dahulu meneliti keadaan awal kelas sampel penelitian. Data yang digunakan adalah hasil skor *pre test* dan nilai raport matematika siswa pada semester satu. Untuk memperoleh kesimpulan dari kegiatan penelitian ini berkaitan dengan minat siswa terhadap PR matematika dan mata pelajaran matematika, masing-masing sampel diberi angket berkaitan dengan tanggapan siswa mengenai pemberian PR matematika dan mata pelajaran matematika, yang kemudian hasil skor angket tersebut dianalisis dan ditarik kesimpulan.

Dari hasil analisis terhadap skor angket yang diperoleh siswa menggunakan Uji Korelasi phi, diperoleh koefisien korelasi (r) sebesar -0,2. Sehingga dapat ditarik kesimpulan bahwa terdapat hubungan yang signifikan antara frekuensi pemberian PR dengan minat siswa terhadap PR matematika dan mata pelajaran matematika, dan hubungan tersebut tidak searah. Hal ini berarti, frekuensi pemberian PR setiap 2 pertemuan 1 kali mengakibatkan adanya minat yang lebih besar terhadap PR matematika dan mata pelajaran matematika dibandingkan dengan pemberian PR di akhir setiap proses pembelajaran.

Sedangkan, untuk mendapat kesimpulan mengenai prestasi yang diperoleh siswa, setelah pokok bahasan Trigonometri selesai diajarkan, kedua kelas sampel diberikan *post test*, dan kemudian hasil skor *post test* yang diperoleh siswa dianalisis dan ditarik kesimpulan.

Dari hasil Uji Korelasi phi, diperoleh koefisien korelasi (r) sebesar -0,06. Sehingga dapat ditarik kesimpulan bahwa terdapat hubungan yang signifikan antara frekuensi pemberian PR dengan prestasi belajar peserta didik pada pokok bahasan Trigonometri. Jika dilihat dari hasil rata-rata kelas skor *post test* yang diperoleh siswa, kelas X-2 mempunyai rata-rata skor *post test* sebesar 79,86 sedangkan kelas X-1 mempunyai rata-rata skor *post test* sebesar 77,86. Dengan demikian rata-rata skor *post test* kelas X-2 secara numerik lebih tinggi dibandingkan dengan rata-rata skor *post test* kelas X-1.

ABSTRACT

PANGGIH DIAN LESTARI. 2012. *The influence of the different frequency of giving mathematics homework concerning the students' interests and achievements among grade X students of SMA Tarakanita Magelang on the Trigonometry subject.* Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research is done on purpose to find out the influency of different frequency of mathematics homework concerning the students' interests and achievements in the class-X of SMA Tarakanita Magelang on the Trigonometry subject.

The population of this research is the X grade students of SMA Tarakanita Magelang in the academic year 2011/2012. Classes of samples in this research are all of the students of the class X-1 that were given homework in the end of each lesson, and the students of class X-2 that were given homework once in the end of two lesson.

Before the research were begun, the researcher examine the first condition and situation of the research sample classes. The data used is the score of the Pre test and mathematics' grade in the students' report card in the first semester. Therefore to gain the conclusion from the research related to the students' interest towards mathematics homework and mathematics lesson, each sample were given a questionnaire related to students' responses toward the mathematics homework given and the students' responses toward mathematics lesson, which scores were analyzed and formed a conclusion later.

From the results of the analysis to the questionnaire's scores obtained by students using Phi correlation test, obtained correlation coefficient -0,2, it can be concluded that significant relationship exists between the frequency of homework with the students' interest towards mathematics homework and mathematics lesson and the relationship is unidirectional. This means, frequency of giving homework once every 2 meetings results in a greater interest towards mathematics homework and mathematics lesson compared with provision of homework at the end of each learning process.

To get a conclusion on the students achievement, after the subject trigonometry were given, both of the sample classes were given the post test and then the result of the score post test of the student were analyzed and formed a conclusion later.

The Phi correlation test obtained correlation coefficient -0,06. So it can be concluded that there is a significant relationship between the frequency of homework with the of students' learning achievement on the Trigonometry subject. If viewed from the class average post test score obtained by students, X-2 class had average post test score of 79.86 while X-1 class had average post test score of 77.86. So, the average of the post test score X-2 class is numerically higher than the average post test score class X-1