

ABSTRAK

Endang Triningsih, 2014. Identifikasi *Pedagogical Content Knowledge* Terkait Bentuk Representasi Bahan Ajar Dan Bagaimana Bahan Ajar Disampaikan Guru Matematika Kelas VIII A Pada Materi Sistem Koordinat Dan Peran Guru Pembimbing Khusus Di Sekolah Inklusi SMP Ekakapti Karangmojo Tahun Ajaran 2014/2015. Skripsi Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian dalam skripsi ini bertujuan untuk mendeskripsikan dan menunjukkan *Pedagogical Content Knowledge (PCK)* terkait bentuk representasi bahan ajar dan bagaimana bahan ajar disampaikan guru matematika dalam praktek pengajaran dan mengetahui peran Guru Pembimbing Khusus (GPK) dalam mendampingi Anak Berkebutuhan Khusus (ABK) pada sekolah inklusi di SMP Ekakapti Karangmojo.

Penelitian ini merupakan penelitian kualitatif deskriptif. Subyek penelitian adalah guru matematika kelas VIII A dan GPK SMP Ekakapti Karangmojo tahun ajaran 2014/2015. Materi ajar Sistem Koordinat. Metode pengumpulan data dilakukan dengan mengamati proses pembelajaran dan pendampingan dengan alat perekam camera digital dan wawancara dengan guru matematika dan GPK. Data dianalisis dengan langkah-langkah: (i) transkrip data, (ii) deskripsi data, (iii) kategorisasi, (iv) kesimpulan.

Hasil penelitian berupa PCK terkait bentuk representasi bahan ajar dan bagaimana bahan ajar disampaikan guru matematika kelas VIII A dan peran GPK dalam mendampingi ABK. Bentuk representasi bahan ajar dan bagaimana bahan ajar disampaikan pada siswa normal yaitu guru menggunakan gambar atau ilustrasi untuk diamati, menggunakan latihan soal untuk dikerjakan, dan menunjukkan contoh dalam kehidupan sehari-hari dalam memahami materi. Pada ABK, guru menggunakan media penggaris *Braille*, papan strimin, papan plastik yang timbul untuk diraba dengan mengarahkan tangan ABK dalam memahami materi. Peran GPK dalam mendampingi ABK dengan menterjemahkan huruf *Braille*, mencari bahan tugas, tempat berkonsultasi dan koordinasi serta memberikan motivasi.

Kata kunci: Bentuk representasi bahan ajar, *Pedagogical Content Knowledge*, Peran Guru Pembimbing Khusus, Sekolah inklusi

ABSTRACT

Endang Triningsih, 2014. The Identification of *Pedagogical Content Knowledge* Related to the Representation and the Way the Material is Delivered by Math Teacher Class VIII A in Coordinat System and the Role of an Escort Teacher at Inclusive School of SMP Ekakapti Karangmojo Year 2014/2015. Undergraduate Thesis. Mathematics Education Study Program, Department of Mathematics Education and Science, Faculty of Teacher Training and Educational Science, Sanata Dharma University.

The research of this undergraduate thesis purposes to describe *Pedagogical Content Knowledge (PCK)* related to the representation and the way the material is delivered by math teacher during lessons and find out the role of an escort teacher in accompanying children with disabilities at inclusive school of SMP Ekakapti Karangmojo.

This research was classified as the qualitative descriptive research. The subject of this research was mathematics teacher in class VIII A and the role of an escort teacher of SMP Ekakapti Karangmojo year 2014/2015. The teaching material a Coordinat System. The method of the data collection was done by observing the process of learning and accompanying with digital camera recorder and interviewing the mathematics teacher also the escort teacher. The data were analyzed by using some steps; (i) data transcript, (ii) data description, (iii) categorization, (iv) conclusion.

The result of the research is *Pedagogical Content Knowledge (PCK)* related to the representation of mathematics teacher class VIII A during lessons and the role of an escort teacher appropriate to the function in companion. The representation of the material and the way the teacher delivers to the regular student is by using picture or the illustration to be observed, tasks to be done, and showing the real example in daily life. For children with disabilities, the teacher is using Braille ruler, board of coarsely woven fabric used for lining, plastic board, palm leaf orderly pile with elastic rubber, and interaction with the students. The escort teacher has the role of translating *Braille*, finding material for the exercise, becoming the mediator, also supporting students.

Keywords: The teacher's representation of the material, *Pedagogical Content Knowledge*, the role of escort teacher, Inclusive School