

ABSTRAK

PENGGUNAAN PENDEKATAN KONSTRUKTIVISME DALAM PEMBELAJARAN MATEMATIKA MELALUI PENELITIAN TINDAKAN KELAS DI KELAS II SLTP PGRI KASIHAN BANTUL YOGYAKARTA

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Penelitian tindakan ini bertujuan untuk menerapkan penggunaan pendekatan konstruktivisme secara optimal di dalam pembelajaran matematika di kelas II SLTP PGRI Kasihan Bantul Yogyakarta pada pokok bahasan relasi, pemetaan / fungsi, dan grafik dan untuk mengetahui hambatan dari penggunaan pendekatan konstruktivisme tersebut dengan menggunakan penelitian tindakan.

Penelitian yang dilakukan pada tahun ajaran 2003 / 2004 dengan subyek penelitian siswa kelas II SLTP PGRI yang berjumlah 33 siswa. Pelaksanaan penelitian tindakan ini terdiri dari 9 pertemuan dan menggunakan 3 kali evaluasi. Metode yang digunakan dalam pembelajaran pada penelitian ini adalah metode diskusi kelas dan diskusi kelompok. Evaluasi yang pertama dilakukan pada akhir pertemuan kedua, evaluasi kedua dilakukan pada akhir pertemuan kelima dan evaluasi akhir dilaksanakan pada pertemuan kesembilan. Penelitian ini menggunakan tahap (1) perencanaan, (2) tindakan, (3) observasi, (4) refleksi, (5) perencanaan, (6) tindakan berikutnya, (7) dan seterusnya. Sedangkan data hasil penelitian dianalisis menggunakan langkah (1) reduksi, (2) penyajian data, (3) penarikan kesimpulan, dan (4) verifikasi.

Hasil penelitian ini menunjukkan bahwa penggunaan pendekatan konstruktivisme di dalam pembelajaran matematika belum dicapai secara optimal. Adapun hambatan yang terjadi adalah (1) ketidaksiapan peneliti sehingga keterlibatan siswa yang meliputi bertanya, memberikan tanggapan jawaban, menyatakan definisi, menarik kesimpulan, menemukan konsep, dan mengerjakan di papan tulis tidak dapat dicapai secara optimal, (2) peneliti kurang mengeksplorasi secara mendalam letak kekonstruktivismeannya, (3) siswa belum terbiasa mengkomunikasikan idenya baik secara lisan maupun tertulis.

ABSTRACT

**THE USE OF CONSTRUCTIVIST APPROACH IN THE LEARNING OF
MATHEMATICS THROUGH CLASSROOM ACTION RESEARCH
IN THE SECOND YEAR OF PGRI JUNIOR HIGH SCHOOL, KASIHAN,
BANTUL, YOGYAKARTA**

The objective of this research was to obtain information concerning the impact of using a constructivist approach in the teaching – learning process of mathematics in a second year class of a junior high school, namely PGRI Junior High School, located at Kasihan, Bantul, Yogyakarta.

The constructivist teaching – learning process was conducted through classroom action research, the topic of which was “Relations, Functions, and Graphs”. The research was conducted in the 2003 / 2004 school year. The number of students involved was 33. The teaching – learning process was conducted for 9 sessions, and 3 evaluations were conducted in order to evaluate students’ progress. The first evaluation was conducted in the second session of the teaching – learning process, the second evaluation was conducted in the fifth session of the teaching – learning process, and the third evaluation was conducted in the ninth session of the teaching. The steps in every cycle of the classroom action research were, mentioned in the order as they were done, planning, action, observation, and reflection.

Based on the data of the observations and the evaluations, it can be concluded that the use of the constructivist approach through classroom action research in the above school was not sufficiently effective. The reasons for this situation, among others, included the fact that the constructivist approach had not been prepared sufficiently, to take care of the situations in which the students did not do their learning activities properly, such as in constructing understanding of certain concepts, in conducting discussions, and in solving problems using their own ideas.