

ABSTRAK

Prasetyaningrum, Maria. (2014). *Persepsi Guru dan Siswa terhadap Alat Peraga untuk Jenis dan Besar Sudut berbasis Metode Montessori*. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma.

Kata Kunci: alat peraga Montessori, jenis dan besar sudut, Matematika.

Upaya pengembangan alat peraga dan implementasi alat peraga telah banyak dilakukan. Akan tetapi, penelitian-penelitian tersebut belum mengungkap persepsi atas penggunaan alat peraga. Persepsi yang diungkapkan akan mempengaruhi seseorang dalam menggunakan alat peraga.

Tujuan penelitian ini adalah untuk mengungkap persepsi guru dan siswa terhadap penggunaan alat peraga matematika yang berupa *geometric stick box* untuk siswa kelas IIIA SD semester genap. Penemuan persepsi didasarkan atas empat karakteristik alat peraga Montessori, yaitu menarik, bergradasi, *auto-education*, *auto-correction*, dan satu tambahan dari peneliti, yaitu kontekstual.

Penelitian ini menggunakan paradigma kualitatif fenomenologi. Metode ini digunakan untuk mendeskripsikan persepsi guru dan siswa kelas III atas penggunaan alat peraga *geometric stick box*. Narasumber penelitian ini adalah guru matematika dan tiga siswa kelas IIIA SD Kanisius Sengkan Yogyakarta tahun ajaran 2013/2014. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi.

Hasil penelitian menunjukkan adanya perbedaan antara persepsi guru dan siswa sebelum dan setelah menggunakan alat peraga Montessori. Pada awalnya, guru kurang tertarik dan merasa bahwa alat peraga Montessori mahal, tetapi bisa membantu siswa memahami materi yang diajarkan, sedangkan siswa menganggap bahwa alat peraga hanya untuk bermain. Persepsi tersebut berubah, guru menjadi tertarik menggunakan alat peraga. Guru merasa terbantu, karena menyingkat waktu untuk mengajarkan materi. Pemikiran siswa pun berubah, siswa mampu belajar secara mandiri, siswa menganggap bahwa alat peraga dapat digunakan untuk bermain sambil belajar.

Saran untuk peneliti selanjutnya adalah gunakan narasumber lebih banyak. Rencanakan waktu dan strategi yang tepat untuk melakukan wawancara. hal ini dilakukan agar informasi yang diperoleh lebih banyak dan akurat.

ABSTRACT

Prasetyaningrum, Maria. (2014). *The Teacher's and Students' Perception on Didactic Materials to Learn Types and Angles Based on Montessori Method. Thesis. Yogyakarta: Department of Elementary School Teacher Education, Sanata Dharma University.*

Key Words: *Montessori didactic material, type and angle, mathematic.*

A lot of efforts in developing and implementing didactic materials have been done. However, those researches have not yet revealed the perception of the use of those didactic materials. On the other hand, the revealed perception will influence someone in using the didactic materials.

This research is aimed to reveal teacher's and students' perception towards the use of Mathematic didactic materials in the form of geometric stick box for grade IIIA students in elementary school in the even semester. The finding of the perception is based on four elements of didactic materials of Montessori, which are interesting, having gradation, auto-education, auto-correction, and, one addition from the writer, contextual.

This research is conducted using qualitative paradigm with phenomenology method. This method is used to describe the teachers' and third grade students' perception toward the use of geometric stick box. The interviewee of this research are a mathematic teacher and three third graders from Kanisius Sengkan Yogyakarta Elementary School, batch of 2013/2014. Data collection is conducted through interview, observation, and documentation.

The result of this research shows that there is a difference in the teacher's and students' perception before and after using the Montessori didactic materials. Before using the materials, the teacher was not interested enough and thought that they are costly but felt that they can help the students understand the content, whereas the students thought that the materials were only there to play for. The perception changes; the teacher becomes interested to use the didactic materials. The teacher feels that he or she is helped because the didactic materials are able to minimise the time allocation for teaching a content. The students' thoughts change as well; they can learn independently and feel that the didactic materials can be used for playing as well as for learning.

Some advices for the next researchers are: to use more interviewee and to plan the better time and strategy in doing the interview. These are to be done to gain more information more accurately.