ABSTRAK

Setyaningsih, Umi Winarni. (2014). Persepsi guru dan siswa terhadap alat peraga untuk pertukaran dan pengelompokan berbasis metode Montessori.

Penelitian ini dilatarbelakangi oleh persepsi guru dan siswa mengenai alat peraga dalam pembelajaran matematika. Persepsi guru dan siswa atas penggunaan alat peraga matematika berbasis metode Montessori diharapkan positif. Hal ini karena alat peraga matematika berbasis metode Montessori memiliki karakteristik seperti menarik, bergradasi, *auto-education* (melatih kemandirian siswa), *auto correction* (memiliki pengendali kesalahan), dan kontekstual. Penelitian dalam skripsi ini bertujuan untuk mengetahui: (1) persepsi guru atas penggunaan alat peraga matematika berbasis Montessori pada pembelajaran pertukaran dan pengelompokan di kelas I SD Karitas Yogyakarta semester genap 2013/2014; (2) persepsi siswa atas penggunaan alat peraga matematika berbasis Montessori pada pembelajaran pertukaran dan pengelompokan di kelas I SD Karitas Yogyakarta semester genap 2013/2014.

Penelitian yang dilakukan menggunakan jenis penelitian deskriptif dan metode yang digunakan dalam penelitian ini adalah metode kualitatif. Subjek penelitian ini adalah guru, dan 3 siswa kelas IB. Sumber data utama dalam penelitian kualitatif adalah dengan wawancara dan observasi. Pengolahan data wawancara dilakukan dengan koding yaitu cara mengorganisasikan dan mengsistematisasi data secara lengkap dan detail sehingga data dapat memunculkan gambaran tentang topik yang dipelajari. Pengolahan data observasi dilakukan dengan mencatat dan mengolah hasil pengamatan yang telah dilakukan.

Hasil penelitian menunjukkan bahwa persepsi guru dan siswa terhadap penggunaan alat peraga matematika berbasis Montessori sangat positif. Namun sangat disayangkan, guru jarang menggunakan alat peraga pada saat pembelajaran, dan minimnya pengetahuan guru akan penggunaan alat peraga. Jadi dapat peneliti simpulkan bahwa pembelajaran matematika di kelas I SD Karitas Nandan Yogyakarta dengan menggunakan alat peraga bola-bola penjumlahan lebih efektif dibandingkan dengan tidak menggunakan alat peraga saat pembelajaran.

Kata kunci: persepsi, matematika, alat peraga,wawancara,observasi

ABSTRACT

Setyaningsih, Umi Winarni. (2014). Perception of teacher and student on visual aids device for grouping and exchanging based on Montessori method.

This research was based on the teachers and students' perceptions about the visual aids in the mathematics learning. Teachers and students' perceptions of using the mathematics apparatus on the basis of Montessori method were expected to be positive. It was because the mathematics apparatus on the basis of Montessori had some characteristics such as attractive, grading, auto-education (to train the students' independence), auto-correction (had an error controller), and contextual. This research was aimed to find out: (1) teachers' perceptions of using apparatus mathematics on the basis of Montessori in the exchange and group learning in the first grade at SD Karitas Yogyakarta in even semester 2013/2014; (2) students' perceptions of using apparatus mathematics on the basis of Montessori in the exchange and group learning in the first grade at SD Karitas Yogyakarta in even semester 2013/2014.

The conducted research was using descriptive research and qualitative method. The subjects of this research were teachers and three students of class IB. The main sources in the qualitative research were interview and observation. The data processing of interview was done by using coding which was a way to organize and systemize the data completely and in detail so the data was able to show the highlight of the learning topic. The observation data processing was done by making note and processing the observation result which had been done.

The results showed that the teachers and students' perceptions of the use of apparatus mathematics on the basis of Montessori were definitely positive. However, the teachers were rarely used the apparatus in the learning process. Moreover, the teachers did not master the technique of using those apparatus. Thus, the researcher concluded that mathematics learning in the first grade at SD Karitas Nandan Yogyakarta by using props balls was much more effective.

Keywords: perception, mathematics, visual aids, interviews, observation

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