

ABSTRAK

**Yoanna Krisnawati (NIM: 111414040). 2015. *Upaya untuk Mengatasi Kesulitan Belajar Matematika dengan Diagnosis dan Pengajaran Remedial : Studi Kasus Siswa Kelas VIII SMP Maria Immaculata Yogyakarta Tahun Ajaran 2014/2015*. Skripsi, Program Studi Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini dilaksanakan dengan tujuan untuk mengetahui: (1) letak kesulitan belajar matematika yang dialami oleh subjek, (2) penyebab kesulitan belajar matematika tersebut, dan (3) dampak pengajaran remedial yang telah dilaksanakan sebagai upaya untuk mengatasi kesulitan belajar matematika yang dialami oleh subjek penelitian.

Penelitian ini merupakan penelitian studi kasus yang bersifat eksploratif dengan pendekatan kualitatif dan didukung dengan pendekatan kuantitatif. Subjek dari penelitian ini adalah dua orang siswa kelas VIII SMP Maria Immaculata Yogyakarta Tahun Ajaran 2014/2015 yang mengalami kesulitan belajar matematika. Kesulitan belajar matematika tersebut hanya dibatasi pada topik persamaan garis lurus, sistem persamaan linear dua variabel dan teorema Pythagoras. Upaya untuk mengatasi kesulitan belajar matematika yang dialami oleh kedua subjek penelitian menggunakan prosedur diagnosis dan pengajaran remedial menurut Entang (1984). Prosedur tersebut terdiri dari empat tahap utama yaitu penentuan subjek penelitian, penentuan letak dan faktor penyebab kesulitan belajar siswa, penanganan kesulitan belajar siswa menggunakan pengajaran remedial, dan evaluasi untuk mengetahui dampak pelaksanaan pengajaran remedial terhadap kesulitan belajar siswa.

Hasil penelitian menunjukkan letak kesulitan belajar yang dialami oleh S1 dan S2 pada topik persamaan garis lurus terletak pada: bentuk persamaan garis lurus, menggambar grafik garis lurus, pengertian gradien, menentukan nilai gradien dan menentukan persamaan garis lurus. Lalu pada topik sistem persamaan linear dua variabel, kesulitan belajar S1 dan S2 terletak pada pengertian persamaan dan sistem persamaan linear dua variabel, serta menentukan penyelesaian dari sistem persamaan linear dua variabel menggunakan beberapa metode. Khusus untuk S2, dia juga masih belum menguasai persamaan linear satu variabel. Pada topik teorema Pythagoras, letak kesulitan belajar S1 terletak pada rumus Pythagoras, menentukan panjang salah satu sisi pada segitiga siku-siku, perbandingan sisi-sisi segitiga siku-siku dengan sudut khusus, dan menggunakan teorema Pythagoras pada bangun datar. Sedangkan untuk S2, terletak pada menentukan rumus Pythagoras dan perbandingan sisi-sisi segitiga siku-siku dengan sudut khusus. Faktor yang menyebabkan munculnya kesulitan belajar pada subjek S1 disebabkan oleh kebiasaan hanya menghafal rumus-rumus matematika yang ada tanpa melakukan latihan soal. Selain itu, subjek S1 juga mudah terpengaruh dengan teman ketika pembelajaran, sehingga konsentrasinya terganggu. Terdapat pula pengetahuan dasar yang tidak dipahami. Subjek S2 memiliki faktor penyebab yang hampir sama dengan subjek S1, dia memiliki kebiasaan belajar matematika hanya dengan membaca, dan kecenderungan malas melakukan hitungan, sehingga belajar matematika yang dilaksanakan tidak efektif. Faktor teman sepermainan membuatnya tidak dapat fokus dalam pembelajaran. Terdapat pula pengetahuan dasar yang tidak dikuasai oleh subjek S2. Pelaksanaan pengajaran remedial yang disesuaikan dengan karakteristik setiap subjek penelitian, memiliki dampak positif terhadap hasil belajar mereka. Hal ini ditunjukkan dengan hasil tes evaluasi tahap pertama dan kedua. Pada tes evaluasi tahap pertama S1 dan S2 secara berturut-turut mampu menjawab 15 dan 13 nomor dari 16 nomor soal yang diberikan. Sedangkan pada tes evaluasi tahap 2, kedua subjek dapat menjawab semua soal dengan tepat. Instrumen

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yang digunakan pada tahap kedua ini sama dengan instrumen tes penelaahan status dengan jumlah soal 15.

Kata kunci: kesulitan belajar matematika, diagnosis, pengajaran remedial



*ABSTRACT*

**Yoanna Krisnawati (Student number: 111414040). 2015. *Efforts to Overcome the Difficulties in Learning Mathematics by Using Diagnosis and Remedial Teaching: A Case Study of Grade VIII Students of SMP Maria Immaculata Yogyakarta in the Academic Year of 2014/2015*. Undergraduate Thesis, Mathematics and Science Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.**

This research was conducted in order to find out: (1) the difficulties in learning mathematics that were experienced by the students, (2) the causes of mathematics learning difficulties, and (3) the impact of remedial teaching that had been implemented as a way to overcome the difficulties of learning mathematics that had been experienced by the students.

This research was an explorative case study using qualitative approach that was also supported by quantitative approach. The subjects of this study were two students of grade eight of SMP Maria Immaculata School Yogyakarta in the academic year of 2014/2015 who had difficulty in learning mathematics. The difficulties in learning mathematics were restricted to the topics of straight line equations, systems of linear equations of two variables and the theorem of Pythagoras. Based on the method described by Entang (1984), the method that was used to overcome the difficulties in learning mathematics that was experienced by both students consisted of diagnosis procedures and remedial teaching. The procedure consists of four main stages, namely the determination of the research subjects, the determination of the location and the causes of student learning difficulties, the way to handle students learning difficulties by applying remedial teaching, and evaluation to determine the impact of the implementation of remedial teaching to students learning difficulties.

The results showed that the location of the learning difficulties experienced by S1 and S2 was on the topic of straight line equation laid in the equation form a straight line, in the drawing of a straight line, in the meaning of the gradient, in determining the value of the gradient, and in determining the equation of a straight line. Moreover, in the topic of system of linear equations of two variables, learning difficulties of S1 and S2 laid in the understanding about the linear equations of two variables and systems of linear equations of two variables, and also in determining the solution of a system of linear equations in two variables using several methods. Specifically for S2, he still had not mastered the concept of one variable linear equation. In the topic of Pythagorean Theorem, the learning difficulties of S1 was located in the Pythagorean formula; in determining the length of one side of the right-angled triangle, and in the ratio of the sides of a right triangle with specific angles, and in using the Pythagorean Theorem on plane figures. As for the S2, the difficulties laid in determining the Pythagorean formula and in the comparison of the sides of a right triangle with specific angles. The factors that caused the emergence of learning difficulties in the subject S1 was a habit of simply memorizing mathematical formulas that exist without doing the exercises. Moreover, S1 was also easily influenced by friends while learning, so the concentration was easily distracted. There was also the basic knowledge that was not understood. The S2 had a causative factor that was almost the

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same as the S1; he had a habit of just reading the formulas, and the tendency to be lazy to do the calculations so that the learning of mathematics was not effective. The factors of playmates made them unable to focus in learning. There was also a basic knowledge that was not mastered by S2. The implementation of remedial teaching that was adjusted to the characteristics of each students of the study had a positive impact on their learning outcomes. This is indicated by the results of the evaluation of the first and second tests. In the first stage of the evaluative tests, S1 was able to answer 15 questions and S2 were able to answer 13 questions from 16 questions given. While in the second stage of evaluative tests, both students could answer all the questions correctly. The test that was used in the second stage was the same as the test for status assessment.

Keywords: learning difficulties in mathematics, diagnosis, remedial teaching.

