

## ABSTRAK

**Herina Mariana Purba (101414031), 2014. Analisis Proses Pembelajaran Matematika, Aktivitas Belajar dan Kesalahan dalam Menyelesaikan Soal Matematika Anak Tunagrahita Mampu Didik Kelas VI SD di SLB Yapenas Yogyakarta Tahun Ajaran 2014/2015. Skripsi Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini bertujuan untuk mengetahui : (1) proses pembelajaran matematika yang diterapkan guru bagi anak tunagrahita mampu didik, (2) aktivitas anak tunagrahita mampu didik selama berlangsungnya proses pembelajaran, dan (3) kesalahan anak tunagrahita mampu didik dalam mengerjakan soal matematika.

Penelitian ini termasuk penelitian deskriptif-kualitatif yang dilakukan bulan September sampai Oktober 2014, dengan metode observasi dan wawancara pada guru dan siswa kelas VI di SLB Yapenas Yogyakarta. Subyek penelitian adalah guru kelas VI beserta siswanya yang berjumlah 3 orang. Instrumen yang digunakan dalam penelitian ini adalah (1) lembar pengamatan aktivitas guru selama berlangsungnya pembelajaran (2) lembar pengamatan aktivitas anak tunagrahita mampu didik selama pembelajaran di kelas (3) pertanyaan wawancara dengan guru mengenai perencanaan dan evaluasi pembelajaran matematika (4) soal tes kesalahan dengan materi sesuai dengan yang sudah diajarkan (5) pertanyaan wawancara dengan siswa mengenai cara menyelesaikan soal tes yang diberikan.

Hasil penelitian menunjukkan bahwa: (1) Proses pembelajaran yang diterapkan guru dalam pembelajaran matematika bagi anak tunagrahita mampu didik (SDLB-C) secara umum sudah cukup baik, misalnya: (a) guru memberikan pendampingan individual bagi setiap siswa (b) guru berusaha melibatkan siswa dalam setiap tahapan pembelajaran (c) guru selalu menyajikan soal disertai dengan latihan. (2) Aktivitas belajar siswa selama berlangsungnya pembelajaran secara umum baik, siswa sudah terlibat aktif dengan mengajukan pertanyaan, menjawab pertanyaan, berkomentar dan berusaha untuk menyelesaikan setiap soal-soal yang diberikan guru. (3) Kesalahan yang dilakukan anak tunagrahita mampu didik saat mengerjakan soal matematika meliputi kesalahan perhitungan, kesalahan interpretasi bahasa dan kesalahan konsep.

**Kata Kunci :** Proses Pembelajaran Matematika, Anak Tunagrahita Mampu Didik, Aktivitas Belajar, dan Analisis Kesalahan.

**ABSTRACT**

**Herina Mariana Purba (101414031), 2014. Mathematics Learning Process Analysis, Learning Activities and Errors in Mathematics Problem Solving for Low Level Mental Retardation of Sixth Grade Students SLB Yapenas Yogyakarta the Batch of 2014/2015. Undergraduate Thesis of Mathematics Education Study Program, Department of Mathematics Education and Sciences, Faculty of Teacher Training and Education Science, Sanata Dharma University, Yogyakarta.**

This study aims to know: (1) mathematics teaching process applied by teacher for low level mental retardation students, (2) low level mental retardation students' activities conducted during learning process, (3) low level mental retardation students' errors in mathematics problem solving.

This is a descriptive-qualitative research conducted during the period of September to October 2014 using the method of observation and interview with the teachers and sixth grade students of SLB Yapneas Yogyakarta as the interviewees. The subjects of the research are teachers of sixth grade classes and 3 sixth grade students. This research made use of 5 instruments, namely: (1) observation sheets of teacher's activities during teaching-learning process, (2) observation sheets of low level retardation students' classroom activities during teaching-learning process, (3) interview questions for teachers on mathematics teaching' instructional plan and evaluation, (4) error test based on taught materials, (5) interview questions for students on given test problem solving.

The research shows that: (1) Generally, the learning process teachers applied in mathematics teaching for low level retardation students (SDLB-C) is quite good, for example: (a) teachers gave personal guidance for each student (b) teachers tried to involve students in every learning step (c) teachers always delivered mathematics problems accompanied by the exercises. (2) Generally, students' learning activities during teaching-learning process are quite good that students actively involved in the activities marked by raising and answering questions, giving comments and effort to solve every problem teachers gave them to solve. (3) The errors that low level retardation students made in conducting mathematics problem solving including calculation error, language interpretation error, and conceptual error.

**Key Words:** Mathematics Learning Process, Low Level Retardation Students, Learning Activities, and Error Analysis.