

ABSTRAK

Francisca Currie Oktaviani. 2015. Penerapan Pendekatan *Problem Posing* dan Dampaknya Terhadap Kemampuan Memecahkan Masalah dan Hasil Belajar Siswa dalam Pembelajaran Matematika di Kelas X SMA N 10 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.

Penelitian ini bertujuan untuk mengetahui : (1) kemampuan dan proses siswa dalam menyusun soal pada subbab bentuk logaritma, (2) kemampuan siswa dalam memecahkan masalah pada subbab bentuk logaritma setelah diterapkannya pendekatan *problem posing*, dan (3) hasil belajar siswa setelah diterapkannya pendekatan *problem posing*.

Penelitian ini termasuk penelitian eksploratif dengan pendekatan kuantitatif dan kualitatif. Penelitian ini dilakukan pada tanggal 20 Agustus 2014 sampai 29 September 2014. Subyek dari penelitian ini adalah siswa kelas X MIA 4 SMA N 10 Yogyakarta tahun pelajaran 2014/2015, yang terdiri dari 29 siswa. Penelitian ini dilakukan dalam 5 kali pertemuan. Penelitian ini menggunakan instrumen pembelajaran berupa rencana pelaksanaan pembelajaran (RPP) dan instrumen pengumpulan data : (1) lembar tugas penyusunan soal atau lembar *problem posing*, (2) soal tes prasyarat, (3) soal tes pemecahan masalah, (4) soal tes hasil belajar, (5) lembar observasi pelaksanaan pembelajaran, (6) lembar wawancara, dan (7) lembar kuesioner.

Data yang dikumpulkan pada penelitian ini : (1) data penyusunan soal, (2) data hasil tes pemecahan masalah, (3) data hasil belajar, (4) data observasi pelaksanaan pembelajaran, (5) data kuesioner tanggapan siswa, dan (6) data wawancara. Cara menganalisis data sebagai berikut: (1) data penyusunan soal dianalisis dengan menentukan skor pada setiap indikator, kemudian dihitung nilainya dan menentukan kriteria pada setiap indikator, (2) tes pemecahan masalah dianalisis dengan menentukan skor tes, kemudian dihitung nilainya dan ditentukan kriteria pencapaian tes dan ketuntasan belajar siswa, (3) tes hasil belajar dianalisis dengan menentukan skor tes, kemudian dihitung nilainya dan ditentukan kriteria pencapaian tes dan ketuntasan belajar siswa, (4) observasi pelaksanaan pembelajaran akan dianalisis dengan menentukan persentase pelaksanaan pembelajaran secara keseluruhan, (5) kuesioner tanggapan siswa akan dianalisis secara diskriptif, dan (6) wawancara akan dianalisis secara diskriptif.

Hasil penelitian ini menunjukkan bahwa: (1) kemampuan siswa dalam menyusun soal sudah baik dilihat dari segi indikator kejelasan, kuantitas soal, keaslian soal, dan penyelesaian soal dengan rata-rata nilai 2,84 dari rentang skor 0 sampai dengan 4. (2) hasil tes pemecahan masalah dengan siswa yang tuntas 71,43 % terdapat pada kategori cukup baik. (3) tes hasil belajar dengan jumlah siswa yang tuntas 75 % terdapat pada kategori baik.

Kata kunci : Pendekatan *Problem Posing*, kemampuan memecahkan masalah, hasil belajar siswa

ABSTRACT

Francisca Currie Oktaviani. 2015. The Application of the Problem Posing Approach and Its Effects on the Ability to Solve Problems and the Learning Outcomes of Students in Mathematics Learning for Grade X of SMA N 10 Yogyakarta in the Academic Year of 2014/2015. Undergraduate Thesis, Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University.

This research was aimed to know: (1) the ability and the process of posing problems of students in the topic a of logarithm, (2) the ability on problem solving in the topic of logarithm after the implementation of the problem posing approach, and (3) the learning outcomes of the students after the implementation of the problem posing approach.

This study was an explorative research with the qualitative and quantitative approaches. The field study has been done from August 20, 2014 until September 29, 2014. The subjects of this research were the students of grade X of SMA N 10 Yogyakarta in the academic year of 2014/2015 consisting of 29 students. The research in the classroom was done in five meetings. This research used learning instruments consisting of lesson plan and data collecting instruments: (1) a sheet of problem posing task, (2) the test of prerequisite materials, (3) test on problem solving, (4) test on learning achievement, (5) lesson observation sheet, (6) interview sheet, and (7) the questionnaire sheet.

The data collected in this research were: (1) data on problem posing, (2) data on the result of problem solving test, (3) data on learning outcomes, (4) data on lesson observation, (5) data on the responses students questionnaire, and (6) data on the interviews. In the data analysis, (1) data on problem posing were analyzed by determining the score at every indicator, then the researcher calculated its value and determined the criteria, (2) data on problem solving test were analyzed by determining the test scores, then the researcher calculated the achievement of its value and determined the criteria on the completeness of student learning, (3) data on test result were analyzed by determining the test scores, then the researcher calculated the achievement of its value and determined the criteria for work completed and student learning, (4) lesson observation were analyzed by determining the percentage as a whole, (5) the data questionnaire on “students” response were analyzed descriptively, and (6) interview data were also analyzed descriptively.

The results of this research showed that (1) the ability of students on posing problem were good viewed from the clarity, quantity, authenticity, and the completion, with the average value of 2.84 for value range of 0 to 4. (2) problems solving completeness score was 71.43 % being in the “good enough” category. (3) the test achievement score was 75 % being in the “good” category.

Key words : Problem posing approach, problem solving ability, learning achievement of students.