

ABSTRAK

Paskalia Pradanti. 2015. *Pembelajaran Matematika di Kelas X Akselerasi SMA Negeri 2 Purwokerto dan Kesamaan serta Perbedaannya dengan Kelas X MIA 7 Reguler SMA Negeri 2 Purwokerto 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.

Tujuan dari penelitian ini adalah untuk mengetahui aktivitas yang dilakukan guru dan siswa dalam pembelajaran matematika di kelas X Akselerasi SMA Negeri 2 Purwokerto tahun ajaran 2014/ 2015 serta untuk mengetahui kesamaan dan perbedaannya dengan aktivitas pembelajaran matematika di kelas X MIA 7 yang merupakan kelas program reguler.

Penelitian ini merupakan penelitian kualitatif dan penelitian deskriptif. Subjek penelitian dalam penelitian ini adalah guru mata pelajaran matematika dan siswa kelas X Akselerasi serta kelas X MIA 7 SMA Negeri 2 Purwokerto tahun ajaran 2014/ 2015. Objek dari penelitian ini adalah pembelajaran matematika di kelas X Akselerasi dan kelas X MIA 7 SMA Negeri 2 Purwokerto tahun ajaran 2014/ 2015. Penelitian ini dilaksanakan pada bulan Agustus 2014 di kelas X Akselerasi dan kelas X MIA 7. Metode pengumpulan data yang digunakan adalah observasi, kuesioner, dan dokumenter dengan instrumen pengumpulan data berupa rekaman video, lembar observasi, dan kuesioner. Analisis data dilakukan dalam tiga alur kegiatan berikut ini: (1) reduksi data yang terdiri dari transkripsi data dan penentuan topik data, (2) kategorisasi data, serta (3) penarikan kesimpulan.

Hasil penelitian yang diperoleh yaitu berupa aktivitas dalam pembelajaran matematika di kelas X Akselerasi dan aktivitas dalam pembelajaran matematika di kelas X MIA 7 yang ditentukan berdasarkan kategori-kategori data. Aktivitas dalam pembelajaran matematika di kelas X Akselerasi yaitu: (1) persiapan pembelajaran di kelas, (2) guru dan siswa melakukan kegiatan pembuka pembelajaran, (3) guru menyampaikan materi yang akan dipelajari, kegiatan pembelajaran yang akan dilakukan, serta instruksi dan petunjuk kepada siswa untuk melakukan suatu aktivitas, (4) guru dan siswa melakukan kegiatan apersepsi, (5) pembahasan materi pembelajaran, (6) guru dan siswa melakukan tanya-jawab, (7) siswa mengerjakan soal yang diberikan guru, (8) siswa melakukan diskusi, (9) guru berkeliling kelas untuk mengawasi dan menanyakan kesulitan yang dialami siswa, (10) siswa menyampaikan pendapat, (11) guru memberikan tanggapan terhadap jawaban dan pendapat siswa, (12) guru memberikan motivasi dan penghargaan kepada siswa, dan (13) guru dan siswa menutup pembelajaran.

Berdasarkan hasil penelitian, diperoleh bahwa kesamaan antara aktivitas dalam pembelajaran matematika di kelas X Akselerasi dan kelas X MIA 7 terletak pada jenis aktivitas pembelajaran di masing-masing kelas itu sendiri yang secara umum sama. Sedangkan perbedaannya antara lain: (1) waktu yang digunakan untuk melaksanakan aktivitas pembelajaran pada materi yang sama di kelas X Akselerasi lebih singkat dibanding kelas X MIA 7; (2) pada kecepatan pembelajaran, yaitu dengan aktivitas pembelajaran seperti pembahasan materi serta pengerjaan soal yang dilakukan dengan lebih cepat di kelas X Akselerasi; (3) pada pembahasan materi pembelajaran, yaitu dengan adanya pemadatan materi pembelajaran di kelas X Akselerasi serta perbedaan pada cara penyampaian dan pembahasan materi pembelajaran; (4) aktivitas diskusi siswa di kelas X Akselerasi dilakukan dengan instruksi guru, sedangkan di X MIA 7 berdasarkan inisiatif siswa.

Kata Kunci: pembelajaran matematika, kelas akselerasi, aktivitas pembelajaran akselerasi

ABSTRACT

Paskalia Pradanti. 2015. *The Mathematics Learning of the Acceleration Class X of SMA Negeri 2 Purwokerto and Its Similarities and Differences with the Regular Class X MIA 7 of SMA Negeri 2 Purwokerto 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, Yogyakarta.

The aims of this research were to find out the activity that the teacher and the students did in mathematics learning of the Acceleration Class X of SMA Negeri 2 Purwokerto in the academic year of 2014/ 2015, and to find out the similarities and the differences with the mathematics learning activity of Class X MIA 7, which was a regular program class.

This research was a qualitative and descriptive research. The subjects of this research were mathematics teachers and students of the Acceleration Class X and the Regular Class X MIA 7 of SMA Negeri 2 Purwokerto in the academic year of 2014/ 2015. The objects of this research were mathematics learning in the Acceleration Class X and the Regular Class X MIA 7 of SMA Negeri 2 Purwokerto in the academic year of 2014/ 2015. This research was held in August 2014 at the Acceleration Class X and the Regular Class X MIA 7. Data collection methods were observation, questionnaire, and documentary by using data collecting instruments namely video recording, observation sheet, and questionnaire. The data analysis was done in these three following activity sequence: (1) data reduction that consisted of data transcription and data topic determination, (2) data categorization, and (3) conclusion.

The results of this research were the activity in mathematics learning at the Acceleration Class X and the activity in mathematics learning at the Regular Class X MIA 7, that were determined based on data categories. Activities in the mathematics learning at the Acceleration Class X were: (1) learning preparation in the class, (2) the teacher and students did the opening of the learning activity, (3) the teacher communicated the material that would be learned, the learning activity that would be done, and the instruction and the guide for students to do an activity, (4) the teacher and students did the apperception activity, (5) discussion on the learning material, (6) the teacher and students did the questioning and answering activity, (7) students solved the problem that the teacher gave, (8) students did the discussion, (9) the teacher walked around in the class to supervise and ask about the difficulty that was experienced by the students, (10) the students communicated their opinions, (11) the teacher provided feedback to the answer and the opinion of students, (12) the teacher provided motivation and reward to students, and (13) the teacher and students closed the learning.

The similarity between the activity in the mathematics learning at the Acceleration Class X and the Regular Class X MIA 7 was in the kind of the learning activity that was done at each class that was generally similar. The differences were: (1) time that was used to conduct the learning activity on the same material at the Acceleration Class X is shorter than at class X MIA 7; (2) about the learning tempo, with learning activity of the Acceleration Class X was faster than in the Regular Class X MIA 7; (3) at the discussion of learning material, with learning material compression at the Acceleration Class X and the difference at learning material studying method; (4) student's discussion activity at the Acceleration Class X was done by teacher's instruction, while in the Regular Class X MIA 7 it was based on student's initiative.

Keywords: mathematics learning, acceleration class, accelerated learning activity