

ABSTRAK**Analisis Kesulitan Belajar Siswa Kelas VIII dalam Mengikuti Pembelajaran Matematika dengan Pendekatan Saintifik di SMPN 15 Yogyakarta**

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Latar belakang penelitian ini adalah siswa kelas VIII SMPN 15 Yogyakarta mengalami kesulitan belajar dalam mengikuti pembelajaran matematika dengan pendekatan saintifik yang dikenalkan oleh kemendikbud dalam Kurikulum 2013. Permasalahan tersebut membuat peneliti tertarik melakukan penelitian lebih lanjut. Tujuan penelitian ini untuk mengetahui penyebab siswa mengalami kesulitan dalam mengikuti proses pembelajaran matematika dengan pendekatan saintifik

Jenis penelitian ini adalah penelitian kuantitatif dan kualitatif. Data diperoleh dengan melakukan observasi, penyebaran angket, dan wawancara. Instrumen penelitian yang dipakai adalah angket guru dan siswa, lembar observasi pembelajaran dan aktivitas siswa di kelas, serta pedoman wawancara guru dan siswa.

Hasil penelitian menunjukkan bentuk kesulitan belajar siswa kelas VIII yang muncul dalam pembelajaran matematika materi dan penyajian relasi dengan pendekatan saintifik adalah kesulitan dalam memahami diagram panah, kesulitan dalam menanyakan persoalan relasi, kesulitan dalam menentukan diagram panah dua buah himpunan dengan bentuk penalaran, kesulitan dalam mencoba terkait menentukan relasi dalam bentuk penalaran, dan kesulitan dalam menyimpulkan materi dan penyajian relasi yang sudah dipelajari.

Penyebab munculnya kesulitan belajar dalam pembelajaran matematika materi relasi dan penyajian relasi dengan pendekatan saintifik karena kesulitan yang disebabkan oleh guru seperti: (1) guru kurang mengarahkan siswa agar dapat bertanya dan menyimpulkan, (2) guru tidak mempersiapkan pelaksanaan tahapan mengamati dengan baik dengan perolehan persentase 40%, (3) persoalan penalaran yang diberikan terbilang sulit, (4) kurangnya keterampilan dan pemahaman guru dalam menjalankan proses pembelajaran dengan pendekatan saintifik dengan perolehan persentase 40% dan kesulitan yang muncul dari diri siswa sendiri seperti: (1) kurangnya kesadaran siswa untuk belajar dan mau mengikuti proses pembelajaran, (2) perasaan takut yang dominan muncul, (3) siswa mengalami gangguan bahasa, (4) siswa mengalami gangguan mengingat, (5) siswa mengalami gangguan penalaran.

Kata Kunci: *Pendekatan saintifik, kesulitan belajar, dan pembelajaran matematika*

ABSTRACT**Analysis Learning Difficulties Grade VIII in Mathematics Learning Following the Scientific Approach in SMPN 15 Yogyakarta**

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The background of this research was class VIII SMPN 15 Yogyakarta with learning difficulties in following the teaching of mathematics with a scientific approach introduced by Kemendikbud in Curriculum 2013. Such problems made researchers interested in conducting further research. The purpose of this study to determined the cause of students experiencing difficulties in the learning process of mathematics with a scientific approach

This research was a quantitative and qualitative research. Data obtained by observation, questionnaires, and interviews. The research instrument used was a questionnaire teachers and students, learning and activity observation sheet of students in the classroom, as well as interview guides teachers and students.

The results showed form of learning difficulty eighth grade students who appeared in learning mathematics content and presentation of the relation with the approach of the scientific was the difficulty in understanding the arrow diagram, the difficulty of asked a question of relationships, difficulties in determined the arrow diagram of two sets with this form of reasoning, difficulty in trying related determined relationships in the form of reasoning, and difficulties in concluding the matter and presentation of relationships that have been learned.

The cause of the emergence of learning difficulties in mathematics learning material relations and presenting the relation with the approach of scientific because of the difficulties caused by teachers such as: (1) the teacher wasn't directing students to ask and concluded, (2) teachers didn't prepare the implementation stages observe well with the acquisition of a percentage 40%, (3) the issue of the reasoning given fairly difficult, (4) lack of skills and understanding of teachers in implementing the learning process with the approach of the scientific with the acquisition of a percentage of 40% and the difficulties that arise from the students themselves, such as: (1) lack of awareness of students to learn and willing to follow the learning process, (2) the fear that a dominant appears, (3) students experience language impairments, (4) students impaired recall, (5) students impaired reasoning.

Keywords: *scientific approach, learning difficulties, and mathematics learning*