

## ABSTRAK

Wibowo, Yohanes Eko Lisanto. 2013. Implementasi Perangkat Pembelajaran Penjumlahan Pecahan Menggunakan Pendekatan PMRI di Kelas IV SD Pangudi Luhur Sedayu Bantul. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk (1) mendeskripsikan bagaimana implementasi perangkat pembelajaran penjumlahan pecahan menggunakan pendekatan PMRI di kelas IV SD Pangudi Luhur Sedayu, (2) mendeskripsikan bagaimana kemunculan indikator-indikator setiap karakteristik pada implementasi perangkat pembelajaran penjumlahan pecahan menggunakan pendekatan PMRI di kelas IV SD Pangudi Luhur Sedayu Bantul.

Jenis penelitian ini adalah penelitian deskriptif. Subjek penelitian adalah siswa kelas IV SD Pangudi Luhur Sedayu yang berjumlah 25 siswa. Implementasi dilaksanakan sebanyak empat kali pertemuan. Penelitian ini merupakan lanjutan dari penelitian tahun lalu. Langkah-langkah penelitian terdiri dari lima tahapan yaitu mempelajari penelitian tahun lalu, revisi perangkat pembelajaran, validasi, uji keterbacaan dan implementasi. Data yang dikumpulkan berupa data kuantitatif dan kualitatif. data kuantitatif diperoleh dari hasil validasi perangkat pembelajaran, hasil angket uji keterbacaan, hasil angket respon siswa dan hasil evaluasi belajar siswa. Data kualitatif diperoleh dari transkripsi video proses pembelajaran, observasi kelas dan wawancara. Data yang diperoleh disajikan dalam bentuk deskripsi.

Hasil penelitian ini adalah proses implementasi perangkat pembelajaran penjumlahan pecahan menggunakan pendekatan PMRI di SD Pangudi Luhur Sedayu dapat berjalan sesuai dengan rancangan dalam perangkat pembelajaran. Indikator-indikator pada setiap karakteristik PMRI sudah muncul dalam proses pembelajaran. Indikator dari karakteristik penggunaan konteks dan karakteristik keterkaitan muncul sangat maksimal dalam proses pembelajaran. Indikator dari karakteristik penggunaan model dan penggunaan interaktivitas siswa muncul maksimal dalam proses pembelajaran. Sedangkan indikator dari karakteristik penggunaan kontribusi siswa muncul cukup maksimal dalam proses pembelajaran.

Kata kunci: implementasi, perangkat pembelajaran, penjumlahan pecahan, pendekatan PMRI

## ABSTRACT

Wibowo, Yohanes Eko Lisanto. 2013. Implementation of The Learning Instruments of Fractions Addition using PMRI Approach in the Fourth Grade of Pangudi Luhur Sedayu Bantul Elementary School. Thesis. Yogyakarta: Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

This research aimed (1) to describe how was the process of the implementation learning instruments of fractions addition using PMRI approach in the fourth grade of Pangudi Luhur Sedayu Bantul Elementary School, (2) to describe how the five indicators of PMRI characteristics appeared during the learning process in the fourth grade of Pangudi Luhur Sedayu Bantul Elementary School.

This research was descriptive research. The Subjects of the research were 25 students of the fourth grade in Pangudi Luhur Sedayu Elementary School. The Implementation was held in four meetings. This research was the continuation of last year's research. The steps of this research consisted of five stages: learning the last year's research, revising the learning instrument, validation, the readability test and the implementation. The data were collected in the form of quantitative and qualitative data. The quantitative data were obtained from the results of the validation study, the results of the questionnaire reliability test, the results of students' questionnaire responses and the evaluation of students learning outcomes. The qualitative data were obtained from the video transcript of learning process, class observation and interview. The obtained data were presented in the form of descriptions.

The result of the research was the implementation process of learning instrument fractions addition using PMRI approach in the fourth grade of Pangudi Luhur Sedayu Bantul Elementary School went well in accordance with the design of the learning instrument. The indicators of PMRI characteristic had already appeared during the learning process. The indicators of characteristics from the use of context and linkages appeared in a very maximum amount during the learning process. The indicators of the characteristics from the use of model and use of students' interactivity appeared in a maximum amount during the learning process. Meanwhile, the indicators of the characteristics from the use of students' contribution appeared well enough in the learning process.

Keywords: implementation, learning instruments, fractions addition, PMRI approach