

ABSTRAK

Defri Aulia Nurmalitasari, 211414072. 2025. Pengaruh Pendekatan *Teaching at the Right Level* terhadap Kemampuan *Problem Solving* Siswa pada Materi Persamaan Linear di SMP Negeri 1 Kalasan. 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 implementasi pendekatan *Teaching at the Right Level* dan apakah ada perbedaan dari pendekatan *Teaching at the Right Level* terhadap kemampuan *problem solving* siswa pada materi Persamaan Linear Satu Variabel di SMP Negeri 1 Kalasan. Pendekatan *Teaching at the Right Level* menekankan pada pengelompokan siswa berdasarkan kemampuan *problem solving* siswa terhadap materi prasyarat yaitu aljabar dan pembelajaran disesuaikan dengan tingkatan kelompok serta perbedaan perlakuan guru terhadap masing-masing kelompok.

Penelitian ini menggunakan metode kuantitatif. Subjek penelitian ini adalah siswa kelas VII B sebagai kelas eksperimen yang mendapatkan pembelajaran dengan metode ceramah dipadukan pendekatan *Teaching at the Right Level* dan VII D sebagai kelas kontrol yang menggunakan pembelajaran dengan metode ceramah. Instrumen tes yang digunakan berupa pretest dan posttest yang disesuaikan dengan indikator kemampuan *problem solving* berbentuk soal uraian.

Hasil penelitian menunjukkan bahwa bahwa langkah-langkah penerapan pembelajaran dengan pendekatan *Teaching at the Right Level* yaitu (1) tahap asesmen awal, (2) tahap perencanaan pembelajaran, dan (3) tahap pelaksanaan pembelajaran. Penerapan *Teaching at the Right Level* dibagi menjadi dua tingkat kelompok pembelajaran yaitu empat kelompok tingkat rendah dan empat kelompok tingkat tinggi. Hasil pretest dan posttest digunakan untuk mengetahui apakah ada perbedaan antara rata-rata skor kemampuan *problem solving* siswa yang mengikuti pembelajaran menggunakan metode ceramah dengan pendekatan *Teaching at the Right Level* terhadap metode pembelajaran ceramah. Hasil perhitungan statistika menggunakan uji t dua sampel independent dengan hasil $t - \text{hitung} (2,3061) > t - \text{kritis} (1,67)$, maka menolak H_0 dan menerima H_1 , artinya bahwa terdapat perbedaan yang signifikan antara rata-rata skor kemampuan *problem solving* siswa yang mengikuti pembelajaran menggunakan metode ceramah dengan pendekatan *Teaching at the Right Level* terhadap metode pembelajaran ceramah.

Kata kunci: Pendekatan *Teaching at the Right Level*, Kemampuan *Problem Solving*, Persamaan Linear

ABSTRACT

Defri Aulia Nurmalitasari, 211414072. 2025. *The Effect of Teaching at the Right Level Approach on Students' Problem-Solving Ability on Linear Equation Material at SMP Negeri 1 Kalasan. Thesis, Mathematics Education Study Program, Department of Mathematics Education and Natural Sciences, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.*

This study aims to determine the implementation of the Teaching at the Right Level approach and whether there is a difference in the Teaching at the Right Level approach to students' problem-solving abilities in the One Variable Linear Equation material at SMP Negeri 1 Kalasan. The Teaching at the Right Level approach emphasizes grouping students based on students' problem-solving abilities in the prerequisite material, namely algebra, and learning is adjusted to the group level and differences in teacher treatment of each group.

This study uses a quantitative method. The subjects of this study were students of class VII B as an experimental class that received learning with the lecture method combined with the Teaching at the Right Level approach and VII D as a control class that used learning with the lecture method. The test instruments used were pretests and posttests that were adjusted to the indicators of problem-solving abilities in the form of descriptive questions.

The results of the study showed that the steps for implementing learning with the Teaching at the Right Level approach were (1) the initial assessment stage, (2) the learning planning stage, and (3) the learning implementation stage. The implementation of Teaching at the Right Level is divided into two levels of learning groups, namely four low-level groups and four high-level groups. The results of the pretest and posttest were used to determine whether there was a difference between the average problem-solving ability scores of students who took part in learning using the lecture method with the Teaching at the Right Level approach to the lecture learning method. The results of statistical calculations using the two-sample independent t-test with the results of t-count ($2.3061 > t\text{-critical } (1.67)$), then rejecting H_0 and accepting H_1 , meaning that there is a significant difference between the average problem solving ability scores of students who took part in learning using the lecture method with the Teaching at the Right Level approach to the lecture learning method.

Keywords: *Teaching at the Right Level Approach, Problem Solving Ability, Linear Equations*