

ABSTRAK

Sulastri, Pani. 2016. **PERSEPSI GURU DAN SISWA TERHADAP ALAT PERAGA BILANGAN PECAHAN BERBASIS METODE MONTESSORI**. Skripsi. Yogyakarta : Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Selama ini penelitian hanya terfokus pada pengembangan alat peraga dan pengaruh alat peraga, padahal dibutuhkan persepsi dari pengguna alat peraga agar memunculkan inovasi baru bagi penelitian pengembangan alat peraga berikutnya. Penelitian ini bertujuan untuk mengetahui persepsi guru dan siswa atas penggunaan alat peraga penjumlahan dan pengurangan pecahan berbasis metode Montessori di kelas IV SD Negeri Keceme 1.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode fenomenologi. Sumber data dalam penelitian ini adalah narasumber, yaitu siswa kelas IV B dan guru matematika kelas IV B SD Negeri Keceme 1. Penelitian ini menggunakan teknik pengumpulan data berupa wawancara dan observasi. Peneliti sendiri merupakan alat penelitian dalam penelitian kualitatif ini. Teknik analisis data yang digunakan adalah pengodean, analisis tematik, dan interpretasi data.

Hasil penelitian ini menunjukkan penggunaan alat peraga berbasis Montessori menimbulkan persepsi positif dari guru maupun siswa. Penggunaan alat peraga berbasis Montessori ini merupakan pengalaman baru bagi guru dan siswa. Oleh karena itu, siswa merasa tertarik dengan pembelajaran matematika sehingga membuat guru semakin termotivasi untuk menggunakan alat peraga matematika berbasis Montessori. Penggunaan alat peraga seharusnya terus dilakukan agar guru maupun siswa dapat terbiasa menggunakan alat peraga berbasis Montessori dalam pembelajaran matematika.

Kata kunci: Alat peraga, metode Montessori, persepsi guru dan siswa.

ABSTRACT

Sulastri, Pani. 2016. ***THE PERCEPTION OF TEACHERS AND STUDENTS OF MONTESSORI-BASED PROPS FOR FRACTION***. Thesis. Yogyakarta : Elementary Education Study Program, Teaching and Education Faculty, Sanata Dharma University, Yogyakarta.

In recent days, some studies were only focused on developing learning prop and its effects, whereas it also needs to show up the perception results of using those props in order to rise up new innovations for the next prop developed by researchers. This research is aimed at comprehending teachers and students' perception in using the props of fraction number based on Montessori methods in the fourth grade of SD Negeri Keceme 1.

This research is qualitative research employing phenomenological method. This study aims to determine the perceptions of teachers and students to use the Montessori-based learning props. The research subjects are math teachers of IV B and three students of IV B of SD Negeri Keceme 1. This study also used data collection techniques such as interviews and observation. The researcher is also considered a research tool in this qualitative research. Finally, data analysis techniques used are coding, thematic analysis, and interpretation of the complete data.

This research resulted that there were positive perception of teachers and students in using Montessori-based learning props. The use of Montessori props is a new experience for teachers and students in teaching and learning mathematics. Such experiences will form perceptions of students and teachers themselves. As the result, students were interested and enjoyed learning mathematics and teacher was motivated in using Montessori-based learning props. The use of this prop had to be done continuously so that teachers and students can apply the Montessori-based learning props in learning mathematics.

Keywords: Learning media, Montessori method, teacher's and students' perception.