

ABSTRAK

Rukmi, Dian Aprelia. (2013). *Pengembangan alat peraga perkalian ala Montessori untuk siswa kelas II SD Krekah Yogyakarta*. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma.

Kata kunci: metode penelitian pengembangan, alat peraga Montessori, perkalian, Matematika.

Penggunaan alat peraga dalam pembelajaran di Sekolah Dasar (SD) dapat membantu siswa memahami materi pembelajaran. Kenyataannya, guru SD belum banyak yang menggunakan alat peraga. Penelitian ini difokuskan untuk mengisi kekurangan akan pentingnya penggunaan alat peraga dalam pembelajaran di SD, khususnya pembelajaran matematika. Tujuan penelitian ini adalah menghasilkan prototipe produk berupa alat peraga perkalian ala Montessori untuk siswa kelas II SD semester genap.

Penelitian ini menggunakan metode penelitian dan pengembangan (R&D). Metode ini digunakan untuk mengetahui prosedur pengembangan dan kualitas pengembangan alat peraga perkalian untuk siswa kelas II SD semester genap. Produk yang dikembangkan dalam penelitian ini mengadopsi alat peraga perkalian Montessori bernama papan *skittle*. Alat peraga dikembangkan berdasarkan empat karakteristik alat peraga Montessori, yaitu menarik, bergradasi, *auto-education*, dan *auto-correction*. Selain itu, peneliti juga menambahkan karakteristik kontesktual. Penelitian ini dilakukan terhadap sekelompok siswa kelas II SD Krekah Yogyakarta semester genap tahun ajaran 2012/2013.

Prosedur pengembangan ini melalui empat tahap, yakni, 1) kajian standar kompetensi dan materi pembelajaran, 2) analisis kebutuhan dan pengembangan perangkat pembelajaran, 3) produksi alat peraga Montessori untuk perkalian, 4) validasi dan revisi produk. Hasil penelitian menunjukkan bahwa alat peraga perkalian yang dikembangkan mengandung lima ciri alat peraga dan mempunyai kualitas “sangat baik” setelah divalidasi oleh pakar pembelajaran matematika, pakar alat peraga, guru kelas II, dan siswa kelas II SD Krekah. Alat peraga yang dikembangkan terbukti dapat mengatasi kesulitan belajar siswa dalam perkalian dengan peningkatan skor *posttest* sebesar 86,44%.

ABSTRACT

Rukmi, Dian Aprelia. (2013). The developing of multiplication Montessori's material for 2nd grade students of Krekah Yogyakarta Elementary School. A Thesis. Yogyakarta: Elementary School Teacher Education Study Program, University of Sanata Dharma.

Keywords: Research and development method, Montessori's material, multiplication, and mathematics.

The use of learning media in primary school classes is often found very limited, despite of the fact that learning media have been proved to be fruitful to help the students' understanding. This research was aimed at developing a set of Montessori multiplication materials for the 2nd grade students.

This research employed the Research and Development method (R&D) to answer two questions; the first was on the procedure used to design and develop the material and the second was on the quality of the materials developed. The set of materials developed in this study adopted Montessori's multiplication material called the *skittle* board. The prototype was designed based on four main characteristics of Montessori's materials namely attractive, gradual, *auto-education*, and *auto-correction*. In addition, the researcher included contextual as another criterion. This research was conducted on a group of 2nd grade students in Krekah Primary School, Yogyakarta during the second term in the academic year of 2012/2013.

The materials development was conducted in four major steps: 1) examining the competency standard and the math concept, 2) analyzing the students' needs, 3) producing the first prototype of Montessori's multiplication material, and 4) validating and revising the prototype. The findings of the research showed that the developed multiplication material satisfied the five criteria and was measured as "very good" after a validation involving the group of students, the class teacher and a couple of experts in Math education. The set of materials also was also found to be effective in helping the struggling students in understanding the concept of multiplication with the *posttest* scores of students increased by 86,44%.