

## ABSTRAK

**Emiliana Yolanda Primaningtyas. Penggunaan Media PowerPoint dalam Pembelajaran Remedial pada Materi Bangun Ruang Sisi Datar siswa Kelas VIII D SMP Pangudi Luhur 1 Yogyakarta. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini bertujuan (1) mengetahui sampai sejauh mana ketercapaian hasil belajar siswa pada materi Bangun Ruang Sisi Datar (2) mengetahui cara merancang media *PowerPoint* dalam pembelajaran remedial untuk membantu mencapai ketuntasan belajar pada materi bangun ruang sisi datar (3) mengetahui sejauh mana penggunaan Media Power Point dalam pembelajaran remedial dapat membantu mencapai ketuntasan pada materi Bangun Ruang Sisi Datar.

Jenis penelitian yang digunakan adalah penelitian deskriptif-kualitatif. Instrumen penelitian yang digunakan adalah ulangan harian, pembelajaran remedial menggunakan media *powerpoint*, kuesioner dan tes diagnostik yang terdiri atas 2 tes yaitu tes awal dan tes akhir. Langkah-langkah penelitian (1) siswa yang dikategorikan remedi pada ulangan harian, kemudian mengikuti tes awal dan diberi kuesioner kesulitan yang hasilnya diolah untuk merancang media (2) siswa yang masih remedi pada tes awal kemudian mengikuti pembelajaran remedial (3) siswa mengikuti tes akhir.

Hasil penelitian (1) Ketercapaian hasil belajar siswa pada materi Bangun ruang sisi datar dari 44 siswa yang mengikuti ulangan harian 8 siswa tuntas dan 36 siswa belum tuntas. Dari 36 siswa yang belum tuntas tersebut mengikuti tahap selanjutnya yaitu tes awal dan hasilnya 17 siswa belum tuntas. Dari 17 siswa terdiri dari 7 siswa remedi limas; 2 remedi prisma; 1 remedi balok; 1 siswa remedi kubus, prisma dan limas; 1 siswa remedi kubus dan prisma; 2 siswa remedi balok, prisma dan limas; 1 siswa remedi balok dan limas; dan 2 siswa remedi balok dan prisma. (2) Cara merancang media *PowerPoint* dilihat berdasarkan hasil kuesioner kesulitan yaitu: untuk sub materi kubus yang lebih ditekankan dalam media adalah unsur-unsur dan jaring-jaring kubus; untuk sub materi balok yang lebih ditekankan dalam pembuatan rancangan media adalah pemahaman luas permukaan dan volume balok; sedangkan untuk sub materi prisma maupun limas ditekankan pada semua bagian-bagian baik itu unsur-unsur, jaring-jaring, luas permukaan maupun volume. (3) Media *PowerPoint* dapat dikatakan membantu dalam pembelajaran remedial pada materi bangun ruang sisi datar dikarenakan dari 17 siswa yang remedi, 13 siswa dinyatakan tuntas dan 4 siswa yang lain tidak tuntas sehingga presentase keberhasilannya mencapai 77%.

Kata kunci: PowerPoint, Pembelajaran Remedial, Bangun Ruang Sisi Datar.

***ABSTRACT***

**Emiliana Yolanda Primaningtyas. The Use of Power Point Media on Remedial Learning of Geometrical Flat Material in VIII D Students of 1 Pangudi Luhur Yogyakarta Junior High School. Mathematic Education Study Program, Department of Mathematic Education and Science. Faculty of Teachers Training Education. Sanata Dharma University.**

The aims of the research are (1) to find out the extent of students' achievement results in geometrical flat material (2) to find out how to construct power point media in remedial learning in order to help passing the passing grade of geometrical flat material (3) to find out the extent of the use of power point media on remedial learning in order to help passing the passing grade of geometrical flat material.

The kind of the research is descriptive-qualitative research. The instruments of the research are daily examination, remedial learning using power point, questionnaire and diagnostic test which consists of pre-test and post-test. The steps of the research are (1) the students were categorized based on the remedial daily examination, then followed pre-test. They were given questionnaire which the result will be used to construct the media (2) the students who still had remedy in pre-test should follow remedial learning (3) the students followed post-test.

The results of the research are (1) the achievement of students result in geometrical flat material is from 44 students, there were 8 students who passed the passing grade and there were 36 students who could not pass the passing grade. There were 36 students who followed pre-test because they could not pass the passing grade. The result was that there were 17 students who could not pass the passing grade. It consisted of 7 students had pyramid remedy; 2 students had prism remedy; 1 student had bar remedy; 1 student had cube, prism and pyramid remedy; 1 student had cube and prism remedy; 2 students had bar, prism and pyramid remedy; 1 student had bar and pyramid remedy ; and 2 students had bar and prism remedy. (2) The way to construct the power point media was seen from the questionnaire. It was found some difficulties in the questionnaire especially in some subs material. These were the difficulties: the cube elements and cube net should be emphasized in cube sub material ; the understanding of bar surface area and bar volume should be emphasized in bar sub material; the pyramid elements, pyramid net, pyramid surface area and pyramid volume should be emphasized in prism sub material. (3) power point media helped the students in remedial learning in geometrical flat material because from 17 students who had remedy, there were 13 students who could pass the passing grade and 4 others students did not pass the passing grade so the achievement percentage was 77%.

Key words: power point, remedial learning, geometrical flat.