

ABSTRAK

Tria Wahyu Astuti Haryanto (2013). Studi tentang Proses Belajar Mengajar Mata Pelajaran Matematika pada Materi Bilangan Bulat di SMP Kanisius Kalasan Tahun Ajaran 2011–2012. Skripsi. Yogyakarta : Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui sejauh mana pelaksanaan proses belajar mengajar mata pelajaran matematika pada materi bilangan bulat di SMP Kanisius Kalasan, yang mencakup perencanaan, pelaksanaan, evaluasi dan kesulitan – kesulitan yang dialami dalam proses belajar mengajar.

Penelitian ini dilaksanakan di SMP Kanisius Kalasan dengan mengambil subjek penelitian yaitu guru pembimbing mata pelajaran matematika kelas VII dan objek penelitian yaitu proses kegiatan belajar mengajar mata pelajaran matematika pada materi bilangan bulat. Data dihimpun dengan metode wawancara, observasi dan dokumentasi. Dalam proses analisis data menggunakan analisis data diskriptif kualitatif.

Hasil penelitian tentang proses belajar mengajar mata pelajaran matematika pada materi bilangan bulat di SMP Kanisius Kalasan menunjukkan bahwa : 1) Langkah permulaan kegiatan proses belajar mengajar dilaksanakan dan dimulai dengan identifikasi karakteristik dan kemampuan awal peserta didik, pemilihan metode pengajaran, pemilihan sarana dan penentuan alat evaluasi. 2) Kegiatan belajar mengajar dilakukan guru pembimbing dengan membuka pelajaran, menyampaikan materi, memberikan penguatan dan motivasi dan diakhiri dengan menutup kegiatan belajar mengajar. 3) Kegiatan belajar mengajar dievaluasi dengan menggunakan penilaian acuan patokan, dan pelaksanaannya dilakukan dengan tes, yaitu : tes formatif, tes per bab materi dan tes semester, adapun aspek yang dinilai adalah aspek kognitif, aspek afektif dan aspek psikomotor. 4) Adapun beberapa kesulitan dalam proses belajar mengajar adalah : a) Ketika mengerjakan soal pada bagian mengurutkan bilangan dari yang terbesar atau terkecil, peserta didik lupa memperhatikan tanda negatifnya. b) Para peserta didik masih mengalami kesulitan ketika dihadapkan dengan soal cerita atau aplikasi. c) Ketika melakukan operasi pangkat dan akar pangkat peserta didik masih mengalami sedikit kesulitan dalam menentukan hasil operasi. d) Beberapa peserta didik tidak memahami dengan benar arti pangkat, sehingga ketika menyelesaikan soal pangkat seperti $(-3) \times (-3)^3 = \dots$ atau $3^5 : 3 = \dots$ peserta didik sudah bingung, peserta didik lupa jika pangkat tidak ditulis berarti bilangan tersebut berpangkat satu.

Kata Kunci : proses belajar mengajar mata pelajaran matematika materi bilangan bulat di SMP, kesulitan dalam proses belajar mengajar.

ABSTRACT

Tria Wahyu Astuti Haryanto (2013). *A Studi on The Process of Teaching and Learning Math Subject on The Topic of Integers in SMP Kanisius Kalasan School Year 2011-2012 Class VII. Thesis. Yogyakarta: Mathematics Education Study Program of the Faculty of teacher training and education science, Sanata Dharma University.*

This research aims to know the extent to which the implementation of the process of teaching and learning mathematics subjects in the matter of integers in SMP Kanisius Kalasan, which includes planning, implementation, evaluation and the difficulty—the difficulties experienced in the teaching and learning process.

This research was carried out in the SMP Kanisius Kalasan by taking the subject penelitian the teachers supervising the subjects mathematics Class VII and the object of research is the process of teaching and learning activities of the subjects of mathematics content integers. Data compiled by the method of interview, observation and documentation. In the process of data analysis using qualitative data analysis diskriptif.

The results of research on teaching and learning of mathematical subjects in the matter of integers in SMP Kanisius Kalasan indicates that: 1) Step the beginning of activities of the teaching and learning process is implemented and begins with the identification of the characteristics and capabilities of early learners, the selection of teaching methods, selection of means and determination of evaluation tools. 2) teaching and learning activities carried out by opening the supervising teacher lessons, deliver materials, providing reinforcement and motivation and ends with closing the teaching and learning activities. 3) teaching and learning activities are evaluated by using the assessment reference benchmark, and its implementation was done with the test, i.e.: a formative test, tests per chapter material and a test of the semester, as for the aspects assessed were cognitive aspect, affective aspect and psychomotor aspect. . 4) as for some of the difficulties in the process of teaching and learning are: a) When working on the problem on the sorts of numbers from the largest or smallest, students forget to pay attention to its negative sign. b) learners still encounter difficulties when faced with the question of the story or the application. c) When performing the rank and rank roots learners still encounter little difficulty in determining the results of operations. d) some learners do not understand correctly the meaning of the rank, so that when resolving a matter of rank as $(-3) \times (-3)^3 = . \dots$ or $3^5: 3 = \dots$ confused learners, learners have been forgotten if the rank is not written means the number one ranking.

Keywords: teaching and learning of subjects in mathematics integer material in junior high school, the difficulty in teaching and learning.