

ABSTRAK

Julius Juliawan Wartakusumah, 061414056. 2013. Penerapan Pembelajaran Matematika dengan Turnamen. 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 (1) Mengetahui pelaksanaan kegiatan pembelajaran matematika dengan turnamen, (2) Mengetahui hasil belajar siswa, (3) Mengetahui tanggapan guru dan siswa terhadap pembelajaran matematika dengan turnamen pada materi bangun ruang sisi datar dengan sub pokok bahasan tentang unsur-unsur kubus dan balok.

Penelitian ini termasuk ke dalam penelitian deskriptif campuran, yaitu menggunakan gabungan dari pendekatan kuantitatif dan pendekatan kualitatif. Subyek dalam penelitian adalah seorang guru pengampu mata pelajaran matematika dan 26 siswa kelas VIII-A SMP Pangudi Luhur Sedayu Yogyakarta pada tahun ajaran 2011/2012. Penelitian di sekolah dilaksanakan pada tanggal 23 Mei sampai dengan 24 Mei 2012, yang dilaksanakan dalam 2 pertemuan (3 JP). Instrumen yang digunakan berupa : kuis individu I (kuis turnamen), kuis individu II, instrumen observasi guru, instrumen observasi siswa, serta wawancara terhadap guru dan siswa. Data dianalisis dengan langkah-langkah berikut : transkripsi, penentuan topik data, penentuan kategori data, deskripsi pelaksanaan kegiatan pembelajaran, hasil belajar siswa, serta tanggapan guru dan siswa terhadap pembelajaran matematika dengan turnamen.

Hasil penelitian adalah sebagai berikut (1) Pelaksanaan kegiatan pembelajaran matematika dengan turnamen terdiri dari presentasi materi ajar oleh guru, yang mencakup kegiatan pembukaan (salam pembuka dan absensi siswa), kegiatan inti (penjelasan materi ajar, pembahasan contoh soal, dan latihan soal), kegiatan penutup (tugas/pekerjaan rumah dan salam penutup), kemudian pelaksanaan kuis individu I (kuis turnamen), dan pelaksanaan kuis individu II. (2) Hasil belajar siswa adalah : 88,46 % siswa dapat mencapai KKM pada kuis individu I (kuis turnamen) dan 80,77 % siswa dapat mencapai KKM pada kuis individu II. (3) Tanggapan guru dan siswa terhadap pembelajaran yang dilaksanakan menggunakan turnamen adalah : guru menyatakan bahwa pembelajaran ini dapat menarik perhatian siswa, pembelajaran dengan turnamen ini belum pernah diterapkan sebelumnya sehingga dapat disebut pembelajaran yang baru, hambatan yang dialami yaitu proses koreksi soal membutuhkan waktu yang lama, kelemahan pembelajaran ini yaitu pada saat guru mengkoreksi jawaban cenderung guru tidak dapat memperhatikan aktivitas siswa yang lain, sedangkan siswa menyatakan bahwa pembelajaran ini menarik dan menyenangkan, terdapat perbedaan dengan kegiatan belajar yang biasa diterapkan oleh guru dan siswa menyatakan lebih berminat pada pembelajaran dengan

turnamen ini, hambatan yang dialami siswa yaitu suasana kelas gaduh dan lupa rumus, siswa merasa terbantu dalam memahami materi dan berminat mengikuti pembelajaran dengan turnamen pada kegiatan belajar-mengajar selanjutnya.

Kata kunci : pembelajaran matematika, turnamen, pembelajaran matematika dengan turnamen.



ABSTRACT

Julius Juliawan Wartakusumah, 061414056. 2013. *The Implementation of Learning Mathematics with Tournament*. Undergraduate Thesis, Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta.

The aims of this study were (1) to know the implementation of mathematics learning with tournament, (2) to know the students learning outcomes, (3) to know the teacher's and student's responses towards the learning of mathematics with tournament on the polyhedron material on the topic of cube and euboid.

This study used a combination of quantitative and qualitative approaches. The subjects in this study were the mathematics teacher and 26 students of class VIII-A from Pangudi Luhur Junior High School Sedayu Yogyakarta in the academic year of 2011/2012. The research at the school was held on May 23 through May 24 2012, which was conducted in two meetings (3JP). The instruments used were : individual quiz I (tournament quiz), individual quiz II, teacher observation instrument, students observation instrument, as well as interviews with teachers and students. Data were analyzed with the following steps : transcription, the determination of the topics of the data, the determination of the data categories, a description of the implementation of learning activities, students learning outcomes, along with the responses of teachers and students towards learning mathematics with tournament.

The results were as follows (1) The activity of learning mathematics with tournament consisted of teaching material presentation by teacher which included opening activities (greeting and student attendance), core activities (teaching material explanation, discussion, and exercises), closing (task/homework and closing greeting), then the implementation of the individual quiz I (tournament quiz), and the implementation of individual quiz II. (2) Student learning outcomes were : 88.46% of students could achieve the minimum criterion (KKM) on individual quiz I (tournament quiz) and 80.77% of students could achieve KKM on individual quiz II. (3) Teacher's and students' responses towards learning that were conducted using tournament were : the teacher stated that learning could attract the attention of students, this learning had never been implemented before so that it could be labeled as a new learning, the correction process of this learning took a long time and that was a problem, the weakness of this learning was the teacher tended not to pay attention to the students' activities while correcting the answers (even though students said that this learning was exciting and fun), there was a difference with the learning which was usually used by the teacher, and the students were more interested in this learning model using this tournament, the problems that were experienced by students were the rowdy classroom

atmosphere and they forgot the formulas, students found it helpful in understanding the material and students were interested in learning using this tournament on the subsequent learning activities.

Keywords : learning math, tournament, learning mathematics with tournament.

