

## ABSTRAK

Pratiwi, Stevani Ika. 2013. Implementasi Perangkat Pembelajaran Penjumlahan Pecahan Menggunakan Pendekatan PMRI di Kelas IV SD Kanisius Condongcatur Sleman. Yogyakarta: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Berdasarkan observasi pembelajaran matematika di sekolah dasar menunjukkan bahwa pembelajaran belum mengaitkan konsep dengan masalah kontekstual dalam kehidupan sehari-hari. Hal tersebut menyebabkan beberapa siswa menganggap bahwa matematika itu sulit. Penelitian ini bertujuan untuk mengetahui proses implementasi perangkat pembelajaran penjumlahan pecahan menggunakan pendekatan PMRI di kelas IV dan mengetahui kemunculan indikator-indikator kelima karakteristik PMRI pada implementasi di SD Kanisius Condongcatur. Jenis penelitian ini adalah deskriptif. Subjek penelitian adalah 33 siswa kelas IV SD Kanisius Condongcatur. Penelitian ini merupakan lanjutan dari penelitian yang telah dilakukan tahun lalu. Tahapan penelitian terdiri dari kegiatan mempelajari penelitian tahun lalu, revisi perangkat pembelajaran, validasi, uji keterbacaan dan implementasi. Data yang dikumpulkan dalam penelitian ini berupa data kuantitatif dan kualitatif. Data kuantitatif diperoleh dari hasil validasi perangkat pembelajaran, hasil angket uji keterbacaan, hasil angket respon siswa dan hasil evaluasi belajar siswa. Data kualitatif diperoleh dari transkripsi video proses pembelajaran, observasi kelas dan wawancara. Data yang diperoleh disajikan dalam bentuk deskripsi.

Hasil penelitian ini adalah proses implementasi perangkat pembelajaran penjumlahan pecahan menggunakan pendekatan PMRI di SD Kanisius Condongcatur dapat berjalan sesuai dengan rancangan dalam perangkat pembelajaran. Berdasarkan proses pembelajaran dapat dilihat kemunculan indikator-indikator karakteristik PMRI. Indikator-indikator pada karakteristik penggunaan masalah kontekstual, penggunaan model, dan penggunaan interaktivitas siswa sudah muncul maksimal dalam proses pembelajaran. Sedangkan indikator-indikator pada karakteristik penggunaan kontribusi siswa dan pemanfaatan keterkaitan muncul berbeda-beda. Ada yang muncul maksimal, ada pula yang muncul kurang maksimal dan ada yang tidak muncul dalam proses pembelajaran.

Kata kunci: implementasi, perangkat pembelajaran, penjumlahan pecahan, pendekatan PMRI

**ABSTRACT**

Pratiwi, Stevani Ika. 2013. Learning Instruments of Fractions Addition using PMRI Approach Implementation in the Fourth Grade of Kanisius Condongcatur Sleman Elementary School. Thesis. Yogyakarta: Elementary School Teacher Education Program Study, Faculty of Teacher Training and Education, Sanata Dharma University.

An observation of Mathematics learning in elementary school shows that the learning process has not correlate the concept with the contextual context of daily life. It causes students to consider Mathematics as a difficult subject. This research is a descriptive research. The objective of this research is (1) to figure out the process of learning instruments of fractions addition using PMRI approach implementation and (2) to figure out the emergence of the five indicators of PMRI characteristics during the learning process in the fourth grade of Kanisius Condongcatur Elementary School. The subjects of the research are 33 fourth grade students of Kanisius Condongcatur Elementary School. This research is a follow up research of the previous year's research. The steps of this research include the study of previous year's research, learning instrument revision, learning instrument validation, readability test and implementation. The data gathered in this research are quantitative and qualitative data. The quantitative data are derived from the learning instrument validation result, readability questionnaire result, students' response questionnaire result, and students' evaluation marks. The qualitative data are derived from the video transcription of the learning process, class observation and the interview. The data gathered in this research is presented descriptive.

The result of the research is that the process of learning instruments of fractions addition using PMRI approach implementation in Kanisius Condongcatur Elementary School runs according to the design in the learning instrument. The indicators of the five PMRI characteristics appear during the learning process. The indicators of three characteristics; contextual problem application, model application and student interactivity application, have optimally appeared during the learning process. Meanwhile the indicators of the two other characteristics; student contribution application and relevance utilization, appear in various levels. Some indicators appear optimally, some appear averagely and some others do not appear at all during the learning process.

Keywords: implementation, learning instrument, fraction addition, PMRI approach