

**DESAIN DIDAKTIS MATERI HIMPUNAN: STUDI *DIDACTICAL  
DESIGN RESEARCH* DALAM PENDAMPINGAN TRANSPOSISI  
DIDAKTIS INTERNAL BAGI CALON PENDIDIK PROFESIONAL**

**DISERTASI**

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh  
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**DESAIN DIDAKTIS MATERI HIMPUNAN: STUDI *DIDACTICAL DESIGN*  
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## KATA PENGANTAR

Dengan penuh rasa syukur, saya mempersembahkan disertasi ini sebagai hasil dari perjalanan akademis yang panjang dan penuh tantangan. Disertasi ini merupakan buah dari dedikasi, ketekunan, serta komitmen yang telah teruji dalam menghadapi berbagai rintangan.

Disertasi ini menggali secara mendalam penyusunan dan implementasi desain didaktis dalam pembelajaran materi himpunan, dengan fokus pada proses transposisi didaktis internal oleh calon pendidik profesional melalui pendekatan *Didactical Design Research* (DDR). Tujuannya adalah untuk memberikan kontribusi nyata dalam pengembangan ilmu pengetahuan di bidang pendidikan matematika. Proses penelitian dan penulisan ini melibatkan berbagai pendekatan metodologis yang komprehensif, dengan harapan dapat menyajikan analisis yang tajam dan bermanfaat bagi kemajuan akademis.

Perjalanan ini tidak hanya menguji kemampuan intelektual, tetapi juga menuntut pengorbanan waktu dan tenaga yang tidak sedikit. Setiap langkah dalam proses ini merupakan refleksi dari upaya untuk mencapai kesempurnaan ilmiah dan integritas akademik. Dalam menghadapi setiap tantangan, saya senantiasa mengingat tujuan utama dari penelitian ini, yaitu memberikan sumbangsih yang berarti bagi perkembangan ilmu pengetahuan dan pemahaman kita terhadap desain didaktis.

Disertasi ini diharapkan dapat menjadi referensi berharga bagi penelitian-penelitian selanjutnya, serta memberikan wawasan baru yang dapat diaplikasikan dalam konteks praktis. Harapan terbesar saya adalah bahwa karya ini dapat memberikan dampak positif yang luas, tidak hanya dalam ranah akademis, tetapi juga dalam implementasinya di masyarakat.

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## ABSTRAK

**Agus Hendriyanto (2024).** Desain Didaktis Materi Himpunan: Studi *Didactical Design Research* Dalam Pendampingan Transposisi Didaktis Internal Bagi Calon Pendidik Profesional

Desain didaktis merupakan komponen penting dalam proses difusi dan akuisisi pengetahuan matematika. Namun, keberadaannya cenderung terabaikan dalam sistem pendidikan yang ada, yang lebih cenderung memprioritaskan masalah yang berkaitan dengan interaksi manusia. Sebagai gantinya, proses pewarisan pengetahuan sering kali mengikuti pola yang sudah ada. Namun demikian, apa yang disajikan dan diwariskan tidak selalu merupakan *propositional knowledge* sebagai *justified true belief*. Hal ini bertentangan dengan sifat pengetahuan matematika sebagai ilmu pasti yang kebenarannya dapat dipertanggungjawabkan secara pasti. Oleh karena itu, guru, sebagai bagian integral dari *teaching institution* dalam jalur transposisi didaktis, harus memiliki kemampuan untuk memilih dan merancang pengetahuan yang akan disampaikan kepada siswa. Tujuan utama penelitian ini yaitu menghasilkan desain didaktis empiris yang dapat membantu CPP dalam melakukan proses transposisi didaktis sehingga dapat menghasilkan desain didaktis berupa modul ajar untuk peserta didik. Penelitian ini mengadopsi paradigma interpretatif dan kritis dalam kerangka *didactical design research* (DDR). Peneliti menjadi instrumen kunci dalam melaksanakan penelitian ini yang melibatkan partisipan dari berbagai pihak seperti guru, CPP, siswa, dan dosen/matematikawan. Melalui studi interpretatif, ditemukan berbagai permasalahan dalam fenomena transposisi didaktis, termasuk ketidaksesuaian sajian materi di buku teks dengan konsep ilmiah, kecenderungan guru terhadap sikap kredulis, hambatan belajar yang dialami siswa, permanenisasi ketidaksesuaian pemahaman di kalangan CPP, ketidaktahuan guru dan CPP terhadap aspek didaktis, dan dominasi keyakinan yang didominasi oleh *hoax*. Berdasarkan temuan tersebut, paradigma kritis diadopsi untuk menyusun *Hypothetical Learning Trajectory* (HLT) untuk CPP dan mengimplementasikannya. Pelatihan untuk CPP mencakup konsep-konsep seperti himpunan versi *scholarly knowledge*, *praxeology*, *epistemological knowledge*, *theory of didactical situation*, *learning obstacle*, komponen HLT, dan prinsip-prinsip pelaksanaan DDR. Hasilnya menunjukkan bahwa para CPP mampu menyusun desain didaktis secara mandiri dengan perubahan yang signifikan terkait akurasi pengetahuan. Namun, masih terdapat pemahaman lama yang tidak sesuai yang eksis dalam desain yang dihasilkan, terutama berkaitan dengan penyajian himpunan. Akhirnya, dilakukan revisi terhadap desain didaktis hipotesis sehingga menghasilkan desain didaktis empiris yang dapat digunakan untuk memberikan pelatihan kepada CPP dalam proses penyusunan desain didaktis.

**Kata Kunci:** desain didaktis, *didactical design research*, *propositional knowledge*, teori himpunan, transposisi didaktis.

## ABSTRACT

**Agus Hendriyanto (2024).** Didactic Design of Set Materials: A Didactical Design Research Study in Supporting Internal Didactic Transposition for Prospective Professional Educators

Didactic design is a crucial component in the process of diffusing and acquiring mathematical knowledge. However, its presence tends to be neglected within the existing education system, which tends to prioritize issues related to human interaction. Instead, the process of knowledge transmission often follows established patterns. Nevertheless, what is presented and transmitted does not always constitute propositional knowledge as justified true belief. This contradicts the nature of mathematical knowledge as an exact science with verifiable truth. Therefore, teachers, as integral parts of the teaching institution in the didactic transposition pathway, must possess the ability to select and design the knowledge to be conveyed to students. The main objective of this research is to produce an empirical didactic design that can assist prospective teachers in the didactic transposition process, resulting in didactic designs in the form of teaching modules for students. This study adopts an interpretative and critical paradigm within the framework of didactical design research (DDR). The researcher serves as a critical instrument in conducting this study, involving participants from various parties such as teachers, prospective teachers, students, and lecturers/mathematicians. Through interpretative studies, various issues were found in the phenomenon of didactic transposition, including discrepancies between the material presented in textbooks and scientific concepts, teachers' tendencies towards credulity, learning obstacles experienced by students, the persistence of misconceptions among prospective teachers, the lack of awareness among teachers and prospective teachers regarding didactic aspects, and the dominance of beliefs influenced by misinformation. Based on these findings, a critical paradigm was adopted to develop and implement a Hypothetical Learning Trajectory (HLT) for prospective teachers. The training for prospective teachers included concepts such as sets in the context of scholarly knowledge, praxeology, epistemological knowledge, the theory of didactical situations, learning obstacles, components of HLT, and the principles of DDR implementation. The results showed that prospective teachers could independently design didactic plans with significant improvements in knowledge accuracy. However, some old misconceptions were still present in the designs, particularly related to the presentation of sets. Consequently, the hypothetical didactic designs were revised to produce an empirical didactic design that can be used to train prospective teachers in the process of didactic design development.

**Keywords:** didactic design, didactical design research, propositional knowledge, set theory, didactic transposition.



## DAFTAR ISI

HALAMAN JUDUL .....	i
HALAMAN PENGESAHAN .....	iii
HALAMAN PERNYATAAN .....	iv
KATA PENGANTAR .....	v
HALAMAN UCAPAN TERIMA KASIH .....	vi
HALAMAN ABSTRAK .....	vii
DAFTAR ISI .....	ix
DAFTAR TABEL .....	xii
DAFTAR GAMBAR .....	xiii
BAB I: PENDAHULUAN .....	1
1.1 Latar Belakang Masalah .....	1
1.2 Tujuan Penelitian .....	24
1.3 Pertanyaan Penelitian .....	25
1.4 Manfaat Penelitian .....	25
BAB II: KAJIAN PUSTAKA .....	27
2.1 Pengetahuan dan Sumber Perolehannya .....	28
2.2 <i>Didactical Design Research</i> (DDR) .....	37
2.3 Paradigma pada DDR .....	40
2.4 Hakikat Belajar Matematika .....	48
2.5 Transposisi Didaktis .....	52
2.6 <i>Theory of Didactic Situation</i> .....	65
2.7 Kontrak Didaktis .....	75
2.8 Pembelajaran Konstruktivis oleh Vygotsky .....	78
2.9 <i>Zone of Proximal Development</i> .....	80
2.10 <i>Hypotetical Learning Trajectory</i> dalam DDR .....	84
2.11 <i>Praxeology</i> .....	87
2.12 <i>Learning Obstacle</i> .....	90
2.13 Himpunan Versi <i>Scholarly Knowledge</i> .....	95
2.14 Calon Pendidik Profesional (CPP) .....	105
2.15 Penelitian yang Relevan .....	109
2.16 Kerangka Berpikir .....	111
BAB III: METODE PENELITIAN .....	120
3.1 Jenis Penelitian .....	120
3.1.1 Tahap Analisis Prospektif .....	123

3.1.2	Tahap Analisis Metapedadidaktik .....	125
3.1.3	Tahap Analisis Retrospektif .....	127
3.2	Desain Penelitian .....	128
3.3	Partisipan Penelitian .....	129
3.4	Tempat dan Waktu Penelitian .....	131
3.5	Pengumpulan Data .....	132
3.5.1	Studi Dokumen .....	132
3.5.2	Observasi .....	133
3.5.3	Wawancara .....	134
3.5.4	Asesmen Diagnostik .....	135
3.5.5	<i>Focus Group Discussion</i> (FGD) .....	136
3.5.6	Rekaman Audio dan Video .....	137
3.6	Teknik Analisis Data .....	137
3.6.1	<i>Managing Data</i> .....	138
3.6.2	<i>Analyzing Data</i> .....	139
3.6.3	<i>Interpreting Data</i> .....	139
3.7	Etika Penelitian .....	140
3.8	Uji Keabsahan .....	141
3.8.1	<i>Credibility</i> .....	141
3.8.2	<i>Transferabilitas</i> .....	141
3.8.3	<i>Dependabilitas</i> .....	142
3.8.4	<i>Confirmability</i> .....	143
BAB IV: TEMUAN DAN PEMBAHASAN .....		144
4.1	Bagaimana Hasil Kajian Tentang Fenomena Transposisi Didaktik Materi Himpunan dari <i>Scholarly Knowledge</i> Ke <i>Knowledge to be Taught</i> Pada Desain yang Sudah Ada? .....	144
4.2	Bagaimana Hasil Kajian Tentang Fenomena Transposisi Didaktik Materi Himpunan dari <i>Knowledge to be Taught</i> Ke <i>Taught Knowledge</i> ? .....	158
4.3	Bagaimana Hasil Kajian Tentang Fenomena Transposisi Didaktik Materi Himpunan dari <i>Taught Knowledge</i> Ke <i>Learned Knowledge</i> (Dampak Desain Terhadap <i>Learning Obstacle</i> yang Dialami Peserta Didik)? .....	170
4.4	Bagaimana Hasil Temuan Tentang Deskripsi Pemahaman CPP Pada Materi Himpunan? .....	202
4.5	Bagaimana Hasil Analisis RPP atau Modul yang Disusun CPP Sebelum Implementasi Desain Didaktis Hipotesis Oleh Peneliti? .....	210
4.6	Bagaimana Deskripsi Bentuk Objek yang Ditransposisikan Ke Peserta Didik dalam Fenomena Transposisi Didaktis yang Telah Terjadi? .....	217
4.7	Bagaimana Rangkaian <i>Hypothetical Learning Trajectory</i> (HLT) untuk CPP dalam melakukan transposisi Didaktis? .....	229

4.8	Bagaimana Deskripsi Implementasi Desain Didaktis Hipotesis untuk CPP? .....	244
4.9	Bagaimana Pengetahuan yang Dihasilkan CPP dari Proses Transposisi Didaktis yang Telah Dilakukan? .....	265
4.10	Bagaimana Hasil Refleksi dan Evaluasi Desain Didaktis Hipotesis yang Telah Dilakukan Pada CPP? .....	290
4.11	Bagaimana Rumusan Desain Didaktis Empirik yang Dihasilkan? ....	299
BAB V: SIMPULAN, IMPLIKASI, DAN REKOMENDASI .....		314
5.1	Simpulan .....	314
5.2	Implikasi .....	329
5.3	Rekomendasi .....	333
DAFTAR PUSTAKA .....		339
LAMPIRAN .....		361

## DAFTAR TABEL

Tabel 1.1 Analisis <i>Praxis Block</i> Pada Buku Teks Kurikulum 2013 .....	19
Tabel 2.1 Aktivitas yang Dilakukan dalam Paradigma Interpretatif dan Kritis ....	45
Tabel 2.2. Hasil Reviu terhadap Penelitian Terdahulu .....	115
Tabel 4.1 Daftar Dokumen yang Diperiksa dalam Penelitian .....	145
Tabel 4.2 Komentar dan Saran Evaluator terhadap Instrumen Asesmen Diagnostik .....	172
Tabel 4.3 Rangkuman Jawaban Peserta Didik Pada Soal Pertama Bagian 1 .....	177
Tabel 4.4 Rangkuman Jawaban Peserta Didik Pada Soal Kedua dan Ketiga Bagian 1 .....	178
Tabel 4.5 Rangkuman Jawaban Peserta Didik Pada Soal Pertama Bagian 2 .....	188
Tabel 4.6 Rangkuman Jawaban Peserta Didik Pada Soal Kedua Poin C Bagian 2 .....	191
Tabel 4.7 Uraian HLT yang Disusun Peneliti Untuk CPP .....	232
Tabel 4.8 <i>Praxis</i> dan <i>Logos Block</i> dalam Sajian Modul Karya CPP .....	280
Tabel 4.9 Desain Didaktik Empirik untuk CPP dalam Penyusunan Sebuah Desain Didaktis Materi Himpunan .....	300

## DAFTAR GAMBAR

Gambar 1.1 Pengetahuan sebagai <i>Justified True Belief</i> .....	2
Gambar 1.2 Kemunculan Istilah “Himpunan” Pertama pada Buku Ajar Matematika Kelas 7 KM .....	16
Gambar 1.3 Pengantar Materi Himpunan dalam Buku Ajar Matematika Indonesia .....	17
Gambar 2.1 Pengetahuan sebagai <i>Justified True Belief</i> .....	29
Gambar 2.2 Paradigma Interpretatif dan Kritis dalam DDR .....	41
Gambar 2.3 Area Riset yang Dapat Dilakukan dalam Implementasi <i>Interpretive Paradigm</i> dalam DDR pada Prespektif Transposisi Didaktis .....	42
Gambar 2.4 Model Triadic (mental act – WoT – WoU) .....	50
Gambar 2.5 Belajar Matematika dalam Siklus Triadic .....	51
Gambar 2.6 Modifikasi Segitiga Didaktis oleh Suryadi .....	55
Gambar 2.7 Diagram Proses Transposisi Didaktis .....	59
Gambar 2.8 Transposisi Didaktik Eksternal dan Internal .....	60
Gambar 2.9 Situasi Didaktis dalam TDS .....	66
Gambar 2.10 Interaksi dalam Situasi Didaktis .....	67
Gambar 2.11 Model <i>Praxeology</i> .....	88
Gambar 2.12 Diagram <i>Fishbone</i> .....	118
Gambar 2.13 Bagan Kerangka Berpikir .....	119
Gambar 3.1 Bagan Integrasi Framework DDR dengan Teori Transposisi Didaktis .....	122
Gambar 3.2 Bagan Pelaksanaan Tahap Analisis Prospektif .....	124
Gambar 3.3 Bagan Pelaksanaan Tahap Analisis Metapedadidaktik .....	126
Gambar 4.1 Pendefinisian Himpunan dalam Buku Teks Guru .....	147
Gambar 4.2 Potongan Penjelasan Pada Buku Teks Pegangan Guru Halaman 117 .....	147

Gambar 4.3 Bukti Bahwa Adanya Inkonsistensi dalam Pemaknaan <i>Well Defined</i> dalam Buku Teks .....	148
Gambar 4.4 Penjelasan Tentang Kardinalitas dalam Buku Teks .....	151
Gambar 4.5 Penyajian Himpunan Dengan Notasi Pembentuk Himpunan dalam Buku Teks .....	151
Gambar 4.6 Bentuk Soal Kontekstual Tentang Kesamaan Dua Himpunan .....	195
Gambar 4.7 Potongan Jawaban Subjek 1 (S1) Tentang Soal Kesamaan Dua Himpunan .....	195
Gambar 4.8 Potongan Jawaban S2 Tentang Soal Kesamaan Dua Himpunan ....	196
Gambar 4.9 Beberapa Contoh Pemahaman CPP dalam Memaknai Himpunan ..	204
Gambar 4.10 Soal Asesmen Diagnostik Berkaitan dengan Kesamaan Dua Himpunan .....	222
Gambar 4.11 Argumen Salah Satu Peserta Didik pada Kasus Gambar 4.10 .....	222
Gambar 4.12 Peta Konsep HLT yang Dikembangkan Oleh Peneliti .....	230
Gambar 4.13 Ilustrasi Penjelasan Lebih Lanjut Atas Pertanyaan CPP .....	248
Gambar 4.14 Contoh Situasi Formulasi yang Diidentifikasi Oleh CPP dalam Buku Teks .....	259
Gambar 4.15 Contoh Situasi Validasi yang Diidentifikasi Oleh CPP dalam Buku Teks .....	259
Gambar 4.16 Penegasan Bahwa Himpunan Merupakan Konsep Matematika yang <i>Undefined</i> .....	268
Gambar 4.17 Ilustrasi Sajian Menu Makan di Kantin Sekolah Ceria dalam Visual Modul Ajar .....	270
Gambar 4.18 Bentuk Intervensi dalam Modul Ajar Pada Penjelasan Fungsi Proporsional .....	271
Gambar 4.19 Bentuk Intervensi dan <i>Type of Task</i> dalam Modul Ajar Pada Penjelasan Elemen Suatu Himpunan .....	272

Gambar 4.20 Sajian Tugas Untuk Menganalisis Pemahaman Peserta Didik Tentang Konsep Himpunan .....	273
Gambar 4.21 Bentuk Intervensi dalam Modul Ajar Pada Penjelasan Himpunan Kosong .....	274
Gambar 4.22 Sajian Tugas Untuk Menganalisis Pemahaman Peserta Didik Tentang Konsep Himpunan Kosong .....	276
Gambar 4.23 Informasi Tentang Penyajian Himpunan .....	276
Gambar 4.24 Bentuk Intervensi dalam Modul Ajar Pada Penjelasan Elemen yang Identik .....	278
Gambar 4.25 Peta Konsep Pelatihan Bagi Calon Guru atau Guru dalam Menghasilkan Desain Didaktis .....	425

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