

DESAIN DIDAKTIS SOAL CERITA OPERASI HITUNG CAMPURAN UNTUK KELAS III SEKOLAH DASAR

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Abstrak

Penelitian ini dilatarbelakangi oleh munculnya hambatan belajar (*learning obstacle*) siswa tentang soal cerita operasi hitung campuran. Tujuan penelitian ini adalah mengeksplorasi *learning obstacle* untuk merancang desain didaktis pembelajaran matematika soal cerita operasi hitung campuran yang dapat diterapkan di kelas III Sekolah Dasar. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif melalui metode DDR (*Didactical Design Research*). Pengumpulan data dilakukan dengan menggunakan teknik dokumentasi, wawancara, tes dan observasi. Data dianalisis secara kualitatif untuk menemukan *learning obstacle*. Fokus analisis berdasarkan teori situasi didaktis, dan hasil analisis ini digunakan untuk pengembangan desain didaktis hipotetik. Peneliti menyusun antisipasi didaktis pedagogis berdasarkan *learning obstacle* yang telah teridentifikasi. Desain didaktis yang telah dirancang tersebut diujicobakan di SDN 154 Purwodadi Tanjung Jabung Barat. Hasil penelitian menunjukkan siswa memiliki kemampuan membaca yang rendah, kesulitan menentukan operasi hitung, kesalahan menghitung, kesalahan dalam merepresentasikan jawaban, tidak melakukan pemeriksaan kembali, dan kesulitan mengkomunikasikan jawaban ke dalam kalimat matematika pada pembelajaran soal cerita operasi hitung campuran. Berdasarkan temuan di atas, disusunlah suatu desain didaktis alternatif yang diharapkan mampu mengatasi *learning obstacle* yang telah teridentifikasi. Dari hasil penelitian dapat disimpulkan bahwa penggunaan desain didaktis ini merupakan salah satu alternatif dalam pembelajaran soal cerita operasi hitung campuran di SD kelas III, sehingga *learning obstacle* siswa dapat dikurangi.

Kata Kunci: Desain didaktis, soal cerita, operasi hitung campuran, *learning obstacle*

**A DIDACTICAL DESIGN OF ORDER OF OPERATION ON WORD PROBLEMS
FOR THIRD GRADE ELEMENTARY SCHOOL STUDENTS**

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Abstract

The background to the research is the learning obstacles students are posed with regarding word problems involving order of operations. The research aims to explore the learning obstacles in order to formulate a didactical design for mathematics instruction on word problems with order of operations applied in the third grade of elementary school. It adopted qualitative research with DDR (Didactical Design Research) method. Data were collected through the techniques of documentation, interview, tests, and observation. The data were analyzed qualitatively in order to find the learning obstacles. The focus of analysis was based on the theory of didactical situations, and the results were made the basis to develop the hypothetic didactical design. The researcher formulated pedagogical-didactic anticipations based on the identified learning obstacles. The didactical design was then implemented at SDN 154 Purwodadi Tanjung Jabung Barat. The findings show that students have low reading ability, have difficulties in determining the operation, do miscalculation, represent their answers incorrectly, do not recheck their answers, and have difficulties in communicating their answers in mathematical vocabulary in the teaching and learning of order of operation word problems. Based on the findings, an alternative didactic design was formulated, which is expected to be able to solve the identified learning obstacles. From the research results, it can be concluded that the use of the didactical design is an alternative in the teaching and learning of order of operation on word problems for third grade elementary school students that can reduce students' learning obstacles.

Keywords: Didactical design, word problem, order of operations, learning obstacles