

## ABSTRAK

Strategi Pembelajaran Operasi Hitung Untuk Meningkatkan Kemampuan Siswa yang Mengalami Kesulitan Belajar Matematika di Kelas III SD Muhammadiyah 2 Bandung

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Beberapa fakta di lapangan menunjukkan bahwa penggunaan strategi pembelajaran yang tidak tepat merupakan salah satu faktor yang sering menyebabkan siswa gagal dalam memahami materi pelajaran, terlebih pada mata pelajaran matematika dimana materinya cenderung bersifat abstrak. Hal ini mendorong peneliti untuk mengkaji secara empirik serta menganalisis literatur untuk dapat menghasilkan sebuah strategi pembelajaran matematika yang dapat mengakomodasi kebutuhan belajar siswa berkesulitan belajar di kelasnya. Penelitian ini bertujuan untuk mengembangkan sebuah strategi pembelajaran tentang operasi hitung penjumlahan dan pengurangan serta efektifitas strategi pembelajaran dalam meningkatkan kemampuan siswa. Metode yang digunakan dalam penelitian ini adalah metode penelitian kombinasi (*mixed method*) dengan model *sequential exploratory design*. Subjek dalam penelitian ini adalah empat orang siswa yang mengalami kesulitan belajar matematika di kelas III SD Muhammadiyah 2 Bandung dan satu orang guru kelas III yang bertanggung jawab dalam pelaksanaan pembelajaran di kelas tersebut. Alat pengumpulan data dilakukan dengan asesmen, dengan teknik observasi, wawancara dan studi dokumentasi. Analisis data dilakukan dua tahap, yaitu tahap kualitatif dan tahap kuantitatif. Pada tahap kualitatif analisis data dilakukan dengan menggunakan model Miles and Huberman yaitu *data reduction*, *data display*, dan *conclusion drawing/verification*. Sedangkan pada tahap kuantitatif dilakukan dengan menggunakan metode statistik deskriptif. Hasil penelitian menunjukkan bahwa: (1) 33,3% siswa kelas III SD Muhammadiyah 2 Bandung mengalami masalah operasi hitung penjumlahan dan pengurangan, (2) strategi pembelajaran yang dilakukan guru belum mengakomodasi kebutuhan belajar siswa yang mengalami kesulitan belajar, (3) strategi pembelajaran yang dianggap cocok untuk mengakomodasi kebutuhan belajar siswa dan meningkatkan kemampuan siswa dalam operasi hitung penjumlahan dan pengurangan adalah strategi pembelajaran yang didasarkan pada teori belajar konstruktivisme sosial “Vygotsky” melalui konsep *cooperative learning* dan *scaffolding*, dan (4) strategi pembelajaran yang telah dikembangkan cukup efektif bagi pelaksanaan proses pembelajaran dan dapat meningkatkan kemampuan siswa yang mengalami kesulitan belajar matematika. Berdasarkan hasil penelitian, maka direkomendasikan kepada guru untuk menggunakan strategi pembelajaran yang telah dikembangkan.

**Kata kunci :** *strategi pembelajaran operasi hitung, kemampuan, siswa berkesulitan belajar matematika*

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**STRATEGI PEMBELAJARAN OPERASI HITUNG UNTUK MENINGKATKAN KEMAMPUAN SISWA YANG MENGALAMI KESULITAN BELAJAR MATEMATIKA DI KELAS III SD MUHAMMADIYAH 2 BANDUNG**

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## ABSTRACT

Teaching and Learning Strategy of Counting Operation to Improve the Ability of Students Who Have Difficulty Learning in Mathematics at the Third Grade of SD Muhammadiyah 2 Bandung

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Some facts in the field indicate that the use of improper learning strategies is one of the factors that causes students to fail in comprehending learning materials, especially in mathematics course in which the materials tend to be abstract. This issue motivates the researcher to empirically investigate the issue and analyze the literature reviews, in order to generate a mathematics learning strategy, which can accommodate students' with learning disabilities in mathematics. This research aims to develop a teaching and learning strategy in adding and subtracting operation and the effectiveness of the teaching and learning strategies in improving students' skills. The method used in this research is mixed method and sequential exploratory as the design model. This research involved 4 students with learning disabilities in learning mathematics for the third grade students at SD Muhammadiyah 2 Bandung and the third grade teacher who was responsible in teaching the particular class. The data collection tools were assessment, while the techniques of data collection are observation, interview, and documentation research. The data analysis was conducted in two phases, which are qualitative and quantitative phases. In the qualitative phase, the data analysis was conducted using Miles and Huberman's data reduction, data display, and conclusion drawing/verification models. Meanwhile, in the quantitative phase, the data analysis was conducted using a statistic descriptive method. The findings shows that: (1) There are 33.3% of students in the third grade at SD Muhammadiyah 2 Bandung had difficulties to add and subtract in counting operation; (2) the learning and teaching strategy, which was conducted by the teacher, had not accommodated the learning needs of students' who have learning disabilities; (3) the teaching and learning strategy, which was considered as suitable to accommodate the students' learning needs and improve the students' abilities in adding and subtracting in counting operation, was teaching and learning strategies based on Vygotsky's social constructive learning theory through the concept of cooperative learning and scaffolding; and (4) the teaching and learning strategy that had been developed quite effectively in the learning process and able to improve the abilities of the students who had difficulties in

learning mathematics. Based on the aforementioned research findings, it is recommended that the teachers is to utilize the learning strategy that has been developed.

**Keywords:** Teaching and learning strategy of counting operation, ability, Students with learning difficulties in mathematics.