

**SITUASI DIDAKTIS PEMBELAJARAN SKALA
PADA SISWA SEKOLAH MENENGAH PERTAMA**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Matematika



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**PROGRAM STUDI
PENDIDIKAN MATEMATIKA
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UNIVERSITAS PENDIDIKAN INDONESIA**

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Matematika, Sekolah Pascasarjana

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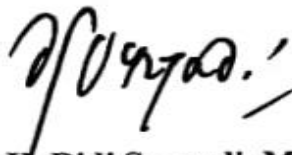
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ABSTRAK

Desta Martha Sua Diba. (1706608). Situasi Didaktis Pembelajaran Skala pada Siswa Sekolah Menengah Pertama.

Konsep perbandingan merupakan konsep yang digunakan tidak hanya untuk menyelesaikan masalah matematika, namun juga untuk konsep lainnya. Berdasarkan penelitian terdahulu dan studi pendahuluan yang telah dilakukan, selama pembelajaran perbandingan khususnya skala ditemukan adanya *learning obstacle*. Selama ini penelitian cenderung menganalisis *learning obstacle* siswa melalui pemberian tes atau mengembangkan desain pembelajaran dan tidak memfokuskan pada observasi pembelajaran. Observasi pembelajaran dengan perspektif teori situasi didaktis terhadap proses pembelajaran yang berlangsung dapat membantu memahami fenomena yang terjadi selama proses pembelajaran termasuk *learning obstacle* yang mungkin muncul. Tujuan dari penelitian ini adalah untuk menganalisis situasi didaktis selama proses pembelajaran skala dan menganalisis *learning obstacle* yang mungkin muncul selama pembelajaran. Hasil analisis ini nantinya dijadikan dasar dalam menyusun desain didaktis pembelajaran skala. Teori situasi didaktis merupakan teori utama yang digunakan dalam penelitian ini dan didukung teori belajar lain seperti teori Piaget dan Vygotsky. Penelitian ini merupakan penelitian kualitatif dengan subjek yang terdiri dari dua sekolah di Kabupaten Bandung Barat. Observasi, wawancara, dan tes dilakukan sebagai data pendukung. Hasil dari penelitian ini adalah pada proses pembelajaran skala di dua sekolah tidak tercipta situasi aksi, formulasi, validasi, dan institusionalisasi. Adanya *learning obstacle* yang muncul berupa *epistemological obstacle* diantaranya hambatan siswa dalam menyelesaikan masalah yang melibatkan pecahan, adanya keterbatasan konteks terkait skala dan skala dimaknai sama untuk semua konteks. *Didactical obstacle* ditandai dengan tidak terciptanya situasi aksi, formulasi, validasi, dan institusionalisasi dalam pembelajaran, siswa tidak diberikan kesempatan untuk mengetahui cara yang beragam dalam menyelesaikan masalah dan guru tidak memperhatikan seluruh respon siswa. *Ontogenic obstacle* yang ditandai dengan adanya kesenjangan antara ekspektasi guru dengan kemampuan siswa. Dari hasil ini disusun desain didaktis pembelajaran skala. Hasil penelitian ini dapat dijadikan referensi dalam mengimplementasikan pembelajaran skala.

Kata kunci : Situasi Didaktis, *Learning Obstacle*, Skala

ABSTRACT

Desti Martha Sua Diba. (1706608). Didactical Situation in Scale Learning at Junior High School Students.

The concept of ratio and proportion is a concept used not only to solve mathematical problems, but also for other concepts. Based on previous research and preliminary studies that have been conducted, during the learning of ratio and proportion in particular the scale was found the existence of learning obstacle. So far, research has tended to analyze student learning obstacle through giving tests or developing learning designs and not focusing on learning observation. Observation of learning with the perspective of theory of didactical situation on the learning process can help to see the phenomena that occur during the learning process, including learning obstacles that may arise. The purpose of this study was to analyze the discussions of didactical situation during the learning process of the scale and evaluation of learning obstacle that might arise during learning. The results of this analysis make the basis for designing didactic scale learning. The theory of didactical situation is the main theory used in this study and supported by other learning theories such as Piaget's and Vygotsky's theories. This research is a qualitative research with a subject consisting of two junior high schools in West Bandung Regency. Observations, interviews, and tests were carried out as supporting data. The results of this study are that the scale learning process in two schools does not create situations of actions, formulations, validations, and institutionalization. The existence of the learning obstacle that emerged in the form of epistemological obstacle included the students' obstacles in solving problems involving fractions, the limited context regarding the scale and scale interpreted equally for all contexts. The didactical obstacle is characterized by the absence of an action situation, formulation, validation, and institutionalization in learning, students are not given the opportunity to know various ways to solve problems and the teacher does not pay attention to all student responses. The ontogenic obstacle is characterized by a gap between teacher expectations and student abilities. From these results design didactic about scale was developed. The results of this study can be used as a reference in implementing scale learning.

Keywords: Didactical Situation, Learning Obstacle, Scale

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