

**STUDI FENOMENOLOGI HERMENEUTIK: KESULITAN PESERTA DIDIK SMP
TERKAIT *WORD PROBLEMS* DAN KAITANNYA DENGAN RESILIENSI MATEMATIS**

TESIS

diajukan untuk memenuhi salah satu syarat memperoleh
gelar Master Pendidikan pada Program Studi Pendidikan Matematika



oleh

KHADISA HARSELA

NIM 1802710

**PROGRAM STUDI PENDIDIKAN MATEMATIKA S2
FAKULTAS PENDIDIKAN MATEMATIKA DAN ILMU PENGETAHUAN ALAM
UNIVERSITAS PENDIDIKAN INDONESIA**

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Khadisa Harsela, 2020

*STUDI FENOMENOLOGI HERMENEUTIK: KESULITAN PESERTA DIDIK SMP TERKAIT WORD PROBLEMS DAN
KAITANNYA DENGAN RESILIENSI MATEMATIS*

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Studi Fenomenologi Hermeneutik: Kesulitan Peserta Didik SMP terkait *Word Problems* dan Kaitannya dengan Resiliensi Matematis

Oleh
Khadisa Harsela

S.Pd. Universitas Pendidikan Indonesia, 2017

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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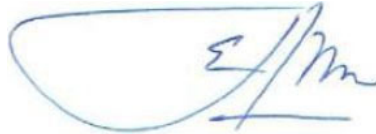
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TERKAIT *WORD PROBLEMS* DAN KAITANNYA DENGAN RESILIENSI MATEMATIS**

Oleh

**Khadisa Harsela
NIM 1802710**

disetujui dan disahkan oleh:

Pembimbing I



Dr. H. Endang Cahya MA, M.Si.
NIP. 196506221990011001

Pembimbing II



Dr. Dadan Dasari, M.Si.
NIP. 196407171991021001

Mengetahui

Ketua Program Studi Pendidikan Matematika



Dr. H. Dadang Juandi, M.Si
NIP 196401171992021001

KHADISA HARSELA

**STUDI FENOMENOLOGI HERMENEUTIK: KESULITAN PESERTA DIDIK SMP
TERKAIT *WORD PROBLEMS* DAN KAITANNYA DENGAN RESILIENSI MATEMATIS**

disetujui dan disahkan oleh:

Penguji I

Dr. Bambang Avip Priatna Martadiputra, M.Si.
NIP. 19641205 199003 1 001



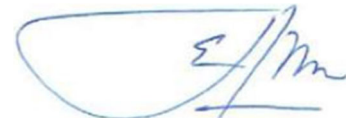
Penguji II

Dr. Jarnawi Afgani Dahlan, M.Kes.
NIP. 19680511 199101 1 001



Pembimbing I

Dr. H. Endang Cahya Mulyaning Asih, M.Si.
NIP. 19650622 199001 1 001



Pembimbing II

Dr. Dadan Dasari, M.Si.
NIP. 19640717 199102 1 001



Mengetahui,
Ketua Program Studi Pendidikan Matematika



Dr. H. Dadang Juandi, M.Si.
NIP. 19640117 199202 1 001

STUDI FENOMENOLOGI HERMENEUTIK: KESULITAN PESERTA DIDIK SMP TERKAIT *WORD PROBLEMS* DAN KAITANNYA DENGAN RESILIENSI MATEMATIS

ABSTRAK

Penelitian ini bertujuan untuk mengetahui faktor-faktor penghambat dalam memahami *word problems* menurut masing-masing kategori pebelajar (*independent-*, *instruction-*, dan *frustration- learner*) dan juga untuk mengetahui hubungan antara resiliensi matematis yang dimiliki oleh peserta didik dengan kesulitan yang dihadapinya ketika menyelesaikan *word problems*. Penelitian ini merupakan studi fenomenologi hermeneutik dengan subjek penelitian yang dipilih adalah 10 orang peserta didik kelas VII di salah satu SMP di Baleendah pada semester genap tahun ajaran 2019/2020. 10 subjek penelitian terbagi menjadi tiga kelompok pebelajar dengan rincian 4 orang *independent learner*, 3 orang *instruction learner*, dan 3 orang *frustration learner*. Instrumen yang digunakan dalam penelitian ini adalah instrumen tes (I, II, dan III), dan instrumen non-tes (observasi, wawancara, jurnal atau *report writing*, angket resiliensi matematis, dan dokumentasi: LKPD, foto, dan video). Hasil penelitian menunjukkan bahwa: (1a) kesulitan pada *independent learner* saat menyelesaikan *word problems* disebabkan oleh kurangnya pemahaman terhadap isi teks/bacaan yang bersifat implisit; (2a) kesulitan pada *instruction learner* saat menyelesaikan *word problems* disebabkan oleh kurangnya pemahaman terhadap isi teks/bacaan yang bersifat implisit dan kurangnya pengalaman dalam mengerjakan permasalahan matematis; (3a) kesulitan pada *frustration learner* saat menyelesaikan *word problems* disebabkan oleh lemahnya tingkat penguasaan keterampilan matematika terutama pada dimensi kuantitatif (sulit melakukan perhitungan matematis, tidak memahami materi/konsep yang diberikan, dan lemahnya kemampuan konsep prasyarat); (1b) resiliensi matematis yang sangat baik dari kelompok *independent learner* berdampak pada hasil positif pebelajar dalam mengatasi kesulitan yang ada pada persoalan matematika kontekstual. Di sisi lain, resiliensi matematis yang baik (kategori sedang) pada peserta didik belum tentu juga berpengaruh terhadap cara peserta didik menyelesaikan masalah *word problems* yang dianggapnya sulit; (2b) resiliensi matematis yang baik (kategori sedang) dari kelompok *instruction learner* berdampak positif kepada cara mereka dalam mengatasi kesulitan pada *word problems*. Di sisi lain, resiliensi matematis yang kurang baik (kategori sedang, tapi sebagian ada kategori rendah) pada peserta didik berdampak kepada sulitnya untuk menyelesaikan masalah matematis; dan (3b) resiliensi matematis yang tidak baik (kategori sangat rendah/rendah) pada kelompok *frustration learner* berdampak kepada sulitnya untuk memecahkan masalah matematika yang kontekstual. Namun, ada juga pebelajar pada level *frustration* memiliki kemampuan resiliensi yang baik (kategori sedang) tetapi tidak berpengaruh kepada kesulitan yang dialaminya (tetap kesulitan) dalam menyelesaikan *word problems*.

Kata kunci: *independent learner*, *instruction learner*, *frustration learner*, *word problems*, resiliensi matematis, pemecahan masalah.

**STUDY OF HERMENEUTIC PHENOMENOLOGY: DIFFICULTY OF
STUDENTS IN JUNIOR HIGH SCHOOL RELATED TO WORD PROBLEMS
AND ITS RELATIONSHIPS WITH MATHEMATICAL RESILIENCE**

ABSTRACT

This study aims to determine the inhibiting factors in understanding word problems according to each category of learners (independent-, instruction-, and frustration-learners) and also to determine the relationship between mathematical resilience owned by students and the difficulties they face when completing word problems. This research is a hermeneutic phenomenology study with selected research subjects were 10 students of class VII in one of the junior high schools in Baleendah in the even semester of the academic year 2019/2020. 10 research subjects were divided into three groups of learners with details of 4 independent learners, 3 instruction learners, and 3 frustration learners. The instruments used in this study were test instruments (I, II, and III), and non-test instruments (observation, interviews, journals or report writing, mathematical resilience questionnaires, and documentation: student activity sheet, photographs, and videos). The results of the study show that: (1a) difficulties in independent learners when solving word problems are caused by a lack of understanding of the implicit text/reading content; (2a) difficulties in the instruction learner when solving word problems are caused by a lack of understanding of the content of the text/reading that is implicit and lack of experience in working on mathematical problems; (3a) the difficulty in frustration learner when solving word problems is caused by the weak level of mastery of mathematical skills, especially in the quantitative dimension (difficulty in doing mathematical calculations, not understanding the material/concepts provided, and the weak ability of prerequisite concepts); (1b) excellent mathematical resilience of the independent learner group has an impact on the positive results of students in overcoming difficulties that exist in the application of mathematical problems. On the other hand, good mathematical resilience (medium category) in students does not necessarily also affect the way students solve word problems that they think are difficult; (2b) good mathematical resilience (medium category) from the instruction learner group has a positive impact on their way of overcoming difficulties in word problems. On the other hand, unfavorable mathematical resilience (medium category, but partly there is a low category) on students has an impact on the difficulty of solving mathematical problems; and (3b) bad mathematical resilience (very low/low category) in the frustration learner group has an impact on the difficulty of solving mathematical application problems. However, there are also students at the frustration level who have a good resilience ability (medium category) but do not affect the difficulties they experience (still having difficulty) in solving word problems.

Keywords: independent learner, instruction learner, frustration learner, word problems, mathematical resilience, problem solving.

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