

PEMAHAMAN KONSEP MATEMATIS DAN GESTUR  
PEMBELAJAR LAMBAN (*SLOW LEARNER*) SEKOLAH DASAR  
DITINJAU DARI GENDER

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
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# **Pemahaman Konsep Matematis dan Gestur Pembelajar Lamban (slow learner) Sekolah Dasar Ditinjau dari Gender**

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## ABSTRAK

Pembelajar lamban merupakan siswa dengan kemampuan di bawah rata-rata, namun secara fisik terlihat seperti siswa normal. Tujuan penelitian ini adalah untuk melihat karakteristik pembelajar lamban, aktivitas yang dilakukan pembelajar lamban saat proses pembelajaran, pemahaman konsep matematis pembelajar lamban, gestur pembelajar lamban, kemudian kaitan antara pemahaman konsep dengan gestur, serta bantuan yang diberikan guru kepada pembelajar lamban saat mereka belajar. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian studi kasus. Penelitian dilakukan pada kelas VI di empat sekolah dasar negeri, jumlah partisipan yang terlibat sebanyak 17 orang pembelajar lamban. Observasi dan wawancara dilakukan untuk memperoleh data tentang karakteristik dan aktivitas yang dilakukan pembelajar lamban saat belajar, serta bantuan yang diberikan guru kepada lamban belajar. Observasi juga dilakukan untuk mengamati gestur pembelajar lamban. Wawancara dilakukan terhadap guru kelas dari masing-masing sekolah. Sementara, data tentang pemahaman konsep matematis diperoleh dengan memberikan tes kepada pembelajar lamban. Semua instrumen yang digunakan untuk memperoleh data divalidasi terlebih dahulu sebelum dipakai. Temuan penelitian ini menunjukkan bahwa: 1) Pembelajar lamban mempunyai motivasi belajar rendah, lamban dalam menyelesaikan masalah, dan *mood* yang cepat berubah. 2) Pembelajar lamban jarang berpartisipasi aktif dalam pembelajaran, saat pembelajaran berlangsung mereka lebih senang melakukan kegiatan yang tidak terkait dengan pelajaran, dan mereka tidak menyukai pelajaran matematika terutama materi pecahan. 3) Pemahaman konsep pembelajar lamban masih rendah, tidak ada perbedaan pemahaman konsep yang besar antara pembelajar lamban laki-laki dan perempuan. 4) Jenis gestur yang muncul pada pembelajar lamban laki-laki lebih banyak dari pada siswa perempuan. Rata-rata frekuensi gestur yang ditunjukkan oleh siswa laki-laki lebih rendah dari pada siswa perempuan. 5) Terdapat kecenderungan (meskipun sangat kecil) antara pemahaman konsep matematis dan frekuensi gestur; semakin rendah pemahaman konsep, frekuensi gestur yang muncul semakin sedikit; sebaliknya, semakin tinggi pemahaman konsep, frekuensi gestur yang muncul semakin banyak. 6) Upaya yang dilakukan guru untuk membantu pembelajar lamban adalah dengan memberikan banyak latihan, memberikan remedial, dan melakukan pendekatan secara personal, namun hal ini belum memberikan hasil yang maksimal.

Kata kunci: Gestur, pemahaman konsep, pembelajar lamban, matematika sekolah dasar, gender

## ABSTRACT

Slow learners are students with below average abilities, but physically they look like normal students. The purpose of this study is to look at the characteristics of slow learners, activities carried out by slow learners during the learning process, understanding mathematical concepts of slow learners, slow learner gestures, the link between concept understanding with gestures, and the assistance given by teachers to slow learners when they learn. This research uses a qualitative approach with the case study research method. The research was conducted in class VI in four public elementary schools, the number of participants involved was 17 slow learners. Observations and interviews were conducted to obtain data about the characteristics and activities of learners who are slow when learning and assistance provided by teachers to learn slowly. Slow learner gesture data is also obtained through observation. Meanwhile, data on understanding mathematical concepts is obtained by giving tests to slow learners. All instruments used to obtain data are validated before being used. The findings of this study indicate that: 1) Slow learners have a low motivation to learn and are slow in solving problems and also have a fast-changing mood. 2) Slow learners rarely actively participate in learning. when learning takes place, they prefer to do activities that are not related to the lesson, and they do not like math lessons especially fraction material. 3) Understanding the concept of slow learners is still low, and there is no big difference in understanding the concepts between male and female slow learners. 4) There are more types of gestures that appear to slow learners of men than do female students. The average gesture frequency shown by male students is lower than female students. 5) There is a tendency (although very small) between understanding mathematical concepts and gesture frequencies; the lower the understanding of the concept is, the less frequent gestures appear; conversely, the higher the understanding of the concept, the more frequent gestures appear. 6) experiments conducted by teachers to help slow learners is to provide a lot of practice, provide remedial, and do a personal approach, but this has not given maximum results.

**Keywords:** conceptual understanding, gesture, slow learner, primary mathematics, gender

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