KEMAMPUAN KONEKSI MATEMATIS SISWA KELAS V DITINJAU DARI FAKTOR GAYA BELAJAR

TESIS

Diajukan untuk memenuhi sebagian syarat

memperoleh gelar magister pendidikan dasar

oleh

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KEMAMPUAN KONEKSI MATEMATIS SISWA KELAS V

DITINJAU DARI FAKTOR GAYA BELAJAR

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ABSTRAK

KEMAMPUAN KONEKSI MATEMATIS SISWA KELAS V DITINJAU DARI FAKTOR GAYA BELAJAR

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Tujuan penelitian ini untuk memperoleh gambaran kemampuan koneksi matematis siswa kelas V yang ditinjau dari gaya belajar. Penelitian ini merupakan penelitian kualitatif yang menggunakan pendekatan fenomenologi. Hasil penelitian menunjukkan, penyelesaian yang melibatkan konsep matematis, siswa visual memiliki kemampuan analisis yang baik. Pada penyelesaian yang melibatkan konsep matematika dengan mata pelajaran lain, siswa audio dapat mendengarkan soal cerita dengan baik, namun memiliki kesulitan dalam mengkoneksi pengetahuan matematisnya. Pada penyelesaian masalah yang melibatkan konsep matematika dengan kehidupan sehari-hari, terdapat keunikan, yaitu gambar ilustrasi dari soal dan menghitungnya secara non formal.

Kata Kunci: koneksi matematis, gaya belajar, pendidikan dasar, siswa sekolah dasar.

ABSTRACT

MATHEMATICAL CONNECTIONS OF GRADE V STUDENTS REVIEWED FROM LEARNING STYLE FACTORS

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The purpose of this study is to obtain a comprehensive description of the mathematical connections of grade V students reviewed from learning style. The determination of the subject in this study used purposive sampling method consisting of grade V students in one of the elementary schools in Banyumas Regency. This study is a qualitative research that uses a phenomenological approach in analyzing the data. The instruments used in this study include mathematical connections questions, learning style questionnaires, interviews, observation of learning activities, and documentation. The results showed that students with visual, audio and kinesthetic learning styles had different abilities in mathematical connections. In the solutions that involve mathematical concepts, visual students had good analytical skills. In the solutions that involve mathematical concepts with other subjects, audio students could listen to the story questions read by the teacher well, but audio students had difficulty in connecting their mathematical knowledge. In solving problems that involve mathematical concepts with everyday life, kinesthetic students were unique in answering questions, namely they used illustrative images of the questions and calculating them manually.

Keywords: mathematical connections, learning style, basic education, elementary school students.

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