

**ANALISIS MATERI PERBANDINGAN PADA BUKU TEKS KELAS VII  
BERDASARKAN PRAKSEOLOGI**

**TESIS**

Diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan  
bidang Pendidikan Matematika



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**LEMBAR HAK CIPTA**

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S.Pd Universitas Sultan Ageng Tirtayasa, 2019

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan bidang Pendidikan Matematika

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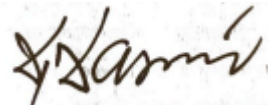
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Yang membuat pernyataan



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## KATA PENGANTAR

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamualaikum, Wr. Wb*

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Penulisan tesis ini untuk memenuhi salah satu syarat untuk memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Matematika, Universitas Pendidikan Indonesia. Penulis berharap dapat memberikan informasi yang bermanfaat bagi penulis sendiri dan pembaca, khususnya pendidik atau calon pendidik dalam bidang matematika yang selama ini membimbing siswa-siswi dalam proses pembelajaran menggunakan buku teks.

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## ABSTRAK

### **Nisa Azzahra (2002519). Analisis Materi Perbandingan pada Buku Teks Kelas VII Berdasarkan Prakseologi.**

Buku teks dianggap sebagai salah satu bahan yang mendasar sebagai cara guru dalam mengajar dan siswa dalam belajar. Konten dalam buku teks pun menjadi salah satu hal penting dalam menunjang pada proses pengetahuan siswa secara utuh. Penelitian sebelumnya menunjukkan bahwa sebagian besar guru menggunakan buku teks lebih dominan dari sumber belajar lainnya, hingga ada keluhan pada isi dan sajian buku teks sendiri. Penelitian ini bertujuan untuk mendeskripsikan secara komprehensif karakteristik sajian pada materi perbandingan senilai dan berbalik nilai dalam buku teks kelas tujuh berdasarkan prakseologi. Analisis prakseologi pada penelitian ini ditinjau dari empat elemen prakseologi, yaitu tugas, teknik, teknologi, teori. Penelitian yang digunakan adalah penelitian deskriptif kualitatif dengan desain penelitian fenomenologi, serta menggunakan paradigma kritis. Objek penelitian yang digunakan pada penelitian adalah materi perbandingan pada buku teks siswa dan guru kelas VII Kurikulum 2013 Revisi 2017, serta subjek penelitian melibatkan guru kelas VII. Teknik pengumpulan data pada penelitian ini adalah pengkajian isi dokumen (*content analysis*), wawancara dan dokumentasi. Temuan penelitian ini menunjukkan bahwa sajian materi perbandingan pada buku teks sudah cukup baik karena memuat masalah kontekstual disertai sajian tabel dan grafik. Namun, ada beberapa elemen prakseologi yang perlu dilengkapi pada materi perbandingan dalam buku teks. Hasil analisis peneliti dan wawancara dengan guru menunjukkan, bahwa beberapa susunan tugas yang disajikan pada materi perbandingan senilai belum sistematis, konsep awal perbandingan hanya dikenalkan ciri-ciri situasi tanpa adanya materi prasyarat (pecahan senilai), dan terdapat kesalahan kosa kata pada tugas. Beberapa teknik dan proses justifikasi yang diberikan kurang lengkap dan tidak memberikan ruang bagi siswa untuk memilih cara dan justifikasi dalam menyelesaikan tugas. Beberapa teori yang disajikan belum jelas dan lugas. Pada buku teks guru dapat ditemukan bahwa elemen prakseologi yang belum ada pada buku teks siswa, dapat diantisipasi oleh petunjuk pada buku teks guru, walaupun beberapa petunjuk buku teks guru kurang lengkap dan rinci, terutama justifikasi terhadap penyelesaian perbandingan berbalik nilai.

*Kata Kunci: Buku Teks, Perbandingan Berbalik Nilai, Perbandingan Senilai, Prakseologi*

## ABSTRACT

### **Nisa Azzahra (2002519). Analysis of Direct and Inverse Proportion in Mathematics Textbook Class VII Based on Praxeological Theory**

Textbooks are considered one of the fundamental materials as a way for teachers to teach and students to learn. The textbook content is also essential in supporting the student's knowledge process as a whole. Previous research shows that most teachers use textbooks more dominantly than other learning resources, so there are complaints about the content and presentation of the textbooks themselves. This study aims to comprehensively describe direct and inverse proportion characteristics in seventh-grade textbooks based on praxeology. This study's praxeological analysis is based on the four elements of praxeology: task, technique, technology, and theory. The research used is descriptive qualitative research with a phenomenological design and uses a critical paradigm. The object of this research was proportion in the textbooks of students and teachers of class VII Curriculum 2013 Revision 2017, as well as research subjects involving class VII teachers. Data collection techniques in this study were content analysis, interviews, and documentation. The findings of this study indicate that presentation of proportional in the textbook is quite good because it contains contextual problems accompanied by tables and graphs. However, some elements of praxeology need to be included in the textbook. The results of this study showed that some of the tasks in direct proportion needed to be more systematic. The initial concept of the proportion was only introduced with situational characteristics without any prior knowledge (equivalent fractions), and there were vocabulary errors in the tasks. Some of the techniques and justification processes needed to be completed and provided space for students to choose ways, and justifications to complete tasks. Some of the theories presented could be clearer and more straightforward. In the teacher's textbook, the missing praxeological elements in the student's textbook can be anticipated by the instructions in the teacher's textbook. However, some of the instructions in the teacher's textbook need to be completed and detailed, especially the justification for completing inverse proportion material.

*Keywords: Textbook, Inverse Proportion, Direct Proportion, Praxeology Theory*



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