

ABSTRAK

Robby Hermawan. *ANALISIS PEMAHAMAN KONSEP MATEMATIKA SISWA MELALUI MODEL PEMBELAJARAN BERDIFERENSIASI PADA KELAS 5 SD NEGERI 1 SIRNOBOYO.* Skripsi. Pendidikan Guru Sekolah Dasar. STKIP PGRI Pacitan, 2024

Tujuan penelitian ini untuk: (1) Mendeskripsikan aktivitas guru dalam penerapan pembelajaran berdiferensiasi pada mata pelajaran matematika materi bilangan pada siswa kelas 5 SD Negeri 1 Sirnobojo; (2) Mendeskripsikan aktivitas siswa dalam penerapan pembelajaran berdiferensiasi pada mata pelajaran matematika materi bilangan pada siswa kelas 5 SD Negeri 1 Sirnobojo; (3) Mendeskripsikan pemahaman konsep matematika materi bilangan pada siswa kelas 5 SD Negeri 1 Sirnobojo setelah diterapkan pembelajaran berdiferensiasi.

Jenis penelitian ini adalah penelitian deskriptif. Pelaksanaan penelitian pada semester genap tahun ajaran 2023/2024. Penelitian ini menggunakan 3 subjek yang dipilih secara *purposive sampling* pada siswa kelas 5 SD Negeri 1 Sirnobojo. Pengumpulan data yang digunakan pada penelitian ini dengan menggunakan observasi, tes, wawancara, dan dokumentasi. Pemeriksaan keabsahan data menggunakan triangulasi teknik, pemeriksaan ketekunan, dan bahan referensi. Analisis data pada penelitian ini meliputi reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa; (1) Aktivitas guru kelas 5 SD Negeri 1 Sirnobojo dalam penerapan model pembelajaran berdiferensiasi pada mata pelajaran matematika sudah terlaksana pada aspek kesiapan siswa, aspek diferensiasi isi dan aspek diferensiasi produk; (2) Aktivitas siswa kelas 5 SD Negeri 1 Sirnobojo dalam penerapan model pembelajaran berdiferensiasi pada mata pelajaran matematika dilaksanakan sesuai aspek kesiapan siswa, aspek diferensiasi isi dan aspek diferensiasi produk; (3) Pemahaman konsep matematika pada siswa kelas 5 SD Negeri 1 Sirnobojo setelah penerapan model pembelajaran berdiferensiasi menunjukkan bahwa pada subjek AFF tergolong pemahaman konsep matematika materi bilangan predikat rendah, subjek ADN tergolong pemahaman konsep matematika materi bilangan predikat cukup baik, dan subjek AGP tergolong pemahaman konsep matematika materi bilangan predikat baik, dengan tidak ada siswa yang tergolong pemahaman konsep matematika materi bilangan predikat sangat baik.

Kata Kunci: Model Pembelajaran Berdiferensiasi, Pemahaman Konsep, Matematika

ABSTRACT

Robby Hermawan, ANALYSIS OF STUDENTS' UNDERSTANDING OF MATHEMATICAL CONCEPTS THROUGH A DIFFERENTIATED LEARNING MODEL IN GRADE 5 OF SD NEGERI 1 SIRNOBOYO. Thesis. Pacitan: STKIP PGRI Pacitan. 2024

The objectives of this study were to: (1) describe teacher activities in the application of differentiated learning in mathematics subjects of number material in grade 5 students at SD Negeri 1 Sirnobojo; (2) describe student activities in the application of differentiated learning in mathematics subjects of number material in grade 5 students of SD Negeri 1 Sirnobojo; and (3) describe the understanding of mathematical concepts of number material in grade 5 students of SD Negeri 1 Sirnobojo after applying differentiated learning.

This type of research is descriptive research. The implementation of this research is in the even semester of the 2023/2024 school year. This research used 3 subjects selected by purposive sampling in grade 5 students of SD Negeri 1 Sirnobojo. The data collected in this study was using observation, tests, interviews, and documentation. The validity of the data was checked using triangulation techniques, diligence checks, and reference materials. Data analysis in this study includes data reduction, data presentation, and conclusions drawn.

The results of this study showed that; (1) The activities of 5th grade teachers of SD Negeri 1 Sirnobojo in the application of differentiated learning models in mathematics subjects have been carried out in the aspects of student readiness, content differentiation and product differentiation; (2) The activities of grade 5 students of SD Negeri 1 Sirnobojo in the application of differentiated learning models in mathematics subjects have been carried out according to the aspects of student readiness, content differentiation and product differentiation; (3) The understanding of mathematical concepts in grade 5 students of SD Negeri 1 Sirnobojo after the implementation of the differentiated learning model showed that the AFF subject was classified as a predicate of low concept understanding, the ADN subject was classified as a fairly good understanding of mathematical concepts of number material, and the AGP subject was classified as a predicate of understanding the mathematical concepts of number material was good with no students classified as having a very good understanding of mathematical concepts of number material.

Keywords: *Differentiated Learning Model, Concept Comprehension, Mathematics*