

ABSTRAK

Dwi Mulyaning Trias. *Analisis Kesalahan Belajar Matematika pada Model Pembelajaran Tatap Muka Terbatas Ditinjau dari Faktor Kesulitan Belajar Siswa Kelas XI SMKN 3 Pacitan.* Skripsi. Pacitan: STKIP PGRI Pacitan, 2022.

Penelitian ini bertujuan untuk mengetahui kesalahan belajar yang dialami siswa kelas XI SMKN 3 Pacitan dengan kategori faktor kesulitan belajar tinggi, sedang, dan rendah pada PTM terbatas. Jenis penelitian merupakan penelitian kualitatif deskriptif dengan teknik pengumpulan data menggunakan Instrumen angket faktor kesulitan belajar, tes uraian dan wawancara. Teknik pemilihan subjek menggunakan *purposive sampling*. Teknik analisis data menggunakan model Miles dan Huberman.

Hasil penelitian ini menunjukkan bahwa Kesalahan belajar siswa dalam menyelesaikan soal matematika pada kategori tinggi memiliki beberapa kesalahan, diantaranya *transformation errors* hanya beberapa soal yang mampu dituliskan rumusnya, sedangkan pada sebagian besar soal subjek tidak bisa menuliskannya, selanjutnya *process skill errors* lebih banyak soal yang mempunyai kesalahan proses daripada yang benar, kemudian pada *encoding errors* pada umumnya siswa memberikan kesimpulan tetapi masih ada yang salah, sedangkan beberapa soal lainnya dapat diberikan kesimpulan dengan benar. Kesulitan belajar siswa dalam menyelesaikan soal matematika pada kategori sedang dan rendah memiliki beberapa kesalahan, diantaranya *comprehension errors* pada umumnya siswa mampu menuliskan apa yang diketahui dan ditanyakan pada soal, namun ada soal yang tidak dipahami subjek, *transformation errors* hanya beberapa soal yang mampu dituliskan rumusnya, sedangkan pada sebagian besar soal subjek tidak bisa menuliskannya, selanjutnya *process skill errors* lebih banyak soal yang mempunyai kesalahan proses daripada yang benar, kemudian pada *encoding errors* pada umumnya siswa tidak memberikan kesimpulan atau memberikan tetapi salah sedangkan beberapa soal lainnya dapat diberikan kesimpulan dengan benar.

Kata Kunci : Kesalahan Belajar, Faktor Kesulitan Belajar, Hasil Belajar

ABSTRACT

Dwi Mulyaning Trias. *Analysis of Mathematics Learning Errors in the Limited Face-to-Face Learning Model Viewed from the Factors of Learning Difficulties for Class XI Students of Vocational High School of 3 Pacitan.* Thesis. Pacitan: STKIP PGRI Pacitan, 2022.

This study aimed to determine the learning errors experienced by class XI students of Vocational High School of 3 Pacitan with the categories of high, medium, and low learning difficulties in limited face-to-face learning. This type of research was a descriptive qualitative with data collection techniques using a questionnaire instrument of learning difficulties, description tests and interviews. The subject selection technique used purposive sampling. The data analysis technique used the Miles and Huberman model.

The results of this study indicated that students' learning errors in solving math problems in the high category have several errors. Among others, transformation errors, only a few questions could be written in formulas, while in most of the questions the subject could not write them down. Dealing with process skill errors, there were more questions that have process errors rather than the correct one. Then on encoding errors, students generally gave conclusions but there were still errors. However, some other questions can be concluded correctly. Students' learning difficulties in solving math problems in the medium and low categories have several errors, including comprehension errors in general, students were able to write down what was known and asked in the questions, but there were questions that the subject did not understand. In transformation errors, there were only a few questions that can be written in formulas, whereas in most of the subject matter questions cannot be written down. Then, for process skill errors there were more questions that have process errors than are correct. While, in encoding errors students generally did not give conclusions or give wrong conclusions while some other questions can be concluded correctly.

Keywords: *Learning Errors, Learning Difficulties Factors, Learning Outcomes*