

ABSTRAK

Chairunnissa Abubakar, 2024. Analisis *Learning Obstacle* Dalam Menyelesaikan Soal Matematika Materi Nilai Tempat Bagi Siswa Kelas III Sekolah Dasar Pertiwi 2 Kota Ternate di bawah bimbingan Dr. Wahid Umar, S.Pd., M.Pd dan Bapak Irfan Hasanuddin, S.Pd.,M.Pd.

Tujuan dari penelitian ini adalah untuk memperoleh gambaran tentang *Learning Obstacle* siswa kelas III Sekolah Dasar Pertiwi 2 Kota Ternate dalam menyelesaikan soal matematika materi Nilai Tempat (NT). Penelitian ini merupakan penelitian kualitatif dalam bentuk studi kasus. Subjek penelitian yaitu 25 siswa kelas III Sekolah Dasar Pertiwi 2 Kota Ternate. Pengumpulan data dilakukan dengan menggunakan observasi, wawancara, dan instrumen tes sebanyak 5 soal yang telah divalidasi oleh ahli. Data dianalisis dengan mengikuti serangkaian kegiatan berupa mereduksi data, penyajian data, serta penarikan kesimpulan atau verifikasi.

Hasil penelitian menunjukkan bahwa siswa mengalami 4 tipe *Learning Obstacle* pada materi NT yakni *Learning Obstacle* tipe 1 terkait dengan kesulitan siswa dalam memahami konsep materi NT, *Learning Obstacle* tipe 2 terkait rasa tidak suka terhadap matematika, *Learning Obstacle* tipe 3 terkait ketidaksiapan siswa berkaitan dengan masalah yang diberikan dan *Learning Obstacle* tipe 4 ketidak pahaman siswa dalam menulis lambang bilangan dan menentukan NT. Hasil rekap tes dari 25 siswa kelas III Sekolah Dasar pertiwi 2 Kota Ternate, terdapat 11 siswa menjawab soal nomor 1 dengan benar, soal nomor 2 ada 7 siswa menjawab dengan benar, soal nomor 3 ada 12 siswa menjawab dengan benar, soal nomor 4 ada 11 siswa menjawab dengan benar, dan untuk soal nomor 5 terdapat 9 siswa menjawab dengan benar. Hal ini ada 3 faktor penyebab siswa mengalami *Learning Obstcale* diantaranya kesiapan siswa dalam belajar, aspek didaktik guru dan pengetahuan siswa yang memiliki konteks terbatas. Kesimpulan dari penelitian ini adalah tingkat penguasaan dari materi NT menunjukkan bahwa siswa kelas III SD Pertiwi 2 Kota Ternate termasuk dalam klasifikasi cukup (71,76%).

Kata Kunci : learning obstacle, matematika nilai tempat, siswa SD

ABSTRACT

Chairunnissa Abubakar, 2024. *Learning Obstacle* Analysis in Solving Mathematics Problemson Place Value Material forGrade III Studentsof Pertiwi 2 Elementary School, Ternate City under the guidance of Mr. Dr. Wahid Umar, S.Pd., M.Pdand Mr. M. Irfan Hasanuddin, S.Pd., M.Pd.

The purpose of this study was to obtain an overview of the *Learning Obstacle* of third grade students of Pertiwi 2 Elementary School, Ternate City in solving mathematics problems on Place Value (NT). This study is a qualitative study in the form of a case study. The subjects of the study were 25 third grade students of Pertiwi 2 Elementary School, Ternate City. Data collection was carried out using observation, interviews, and test instruments of 5 questions that had been validated by experts. Data were analyzed by following a series of activities in the form of data reduction, data presentation, and drawing conclusions or verification.

The results of the study showed that students experienced 4 types of Learning Obstacles in NT material, namely Learning Obstacle type 1 related to students' difficulties in understanding the concept of NT material, Learning Obstacle type 2 related to dislike of mathematics, Learning Obstacle type 3 related to students' unpreparedness related to the given problem and Learning Obstacle type 4 students' incomprehension in writing number symbols and determining NT. The results of the test recap of 25 students in grade III of Pertiwi 2 Elementary School Ternate City, there were 11 students who answered question number 1 correctly, question number 2 there were 7 students who answered correctly, question number 3 there were 12 students who answered correctly, question number 4 there were 11 students who answered correctly, and for question number 5 there were 9 students who answered correctly. There are 3 factors that cause students to experience Learning Obstacle including student readiness in learning, the didactic aspect of the teacher and student knowledge that has a limited context. Conclusion of this study.

Keywords: *learning obstacle*, place value mathematics, elementary school students