

ABSTRACT

DIDACTICAL DESIGN MATERIALS OF SEQUENCES AND SERIES THROUGH SOCRATIC CONTEXTUAL METHOD TO FACILITATE THE ABILITY OF STUDENS' CRITICAL THINKING AND DISPOSITION

By

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This research was motivated by the emergence of barriers to learning students on the material of sequence and series. The research began interviews with teachers of mathematics acquired (1) students had difficulties to understand the concept of sequence and series, and (2) students' learning obstacle to solve problems of sequence and series. The didactical design conceived to overcome learning difficulties in students, making students' anticipation range of possible responses.

This research aimed to (1) formulate didactic design of sequence and series with Contextual Socratic method, and (2) find out the results of the implementation of the didactic design towards students' critical thinking skills. This research used a qualitative method from Research and Development. The technique of collecting data were observation, interviews, and tests.

The subject of research was students of MTsN 2 Pesawaran. The data were analyzed qualitatively. This research resulted learning design of sequence and series that was developed in the lesson plan. Based on the implementation of didactic design of sequence and series can be concluded that this didactic design is one alternative of instructional design to facilitate critical thinking skills.

Keywords: *critical thinking, critical thinking disposition, didactical design,
Socratic Contextual Method, Sequences and Series*

ABSTRAK

DESAIN DIDAKTIS BARISAN DAN DERET MELALUI METODE SOCRATES KONTEKSTUAL UNTUK MEMFASILITASI KEMAMPUAN DAN DISPOSISI BERPIKIR KRITIS SISWA

Sunarsih

Penelitian ini dilatarbelakangi oleh munculnya hambatan belajar siswa pada materi barisan dan deret. Penelitian diawali dengan wawancara terhadap guru matematika diperoleh (1) siswa kesulitan memahami konsep barisan dan deret, dan (2) siswa kesulitan menyelesaikan soal barisan dan deret. Desain didaktis disusun untuk mengatasi kesulitan belajar pada siswa, dengan membuat antisipasi berbagai kemungkinan respon siswa.

Penelitian ini bertujuan untuk (1) merumuskan desain didaktis materi barisan dan deret dengan metode Socrates Kontekstual, dan (2) mengetahui hasil implementasi desain didaktis terhadap kemampuan berpikir kritis siswa. Penelitian ini merupakan penelitian kualitatif menggunakan metode penelitian dan pengembangan. Teknik pengumpulan data adalah observasi, wawancara, dan tes.

Subjek penelitian adalah siswa MTsN 2 Pesawaran. Data dianalisis secara kualitatif. Penelitian ini menghasilkan suatu produk berupa rancangan pembelajaran barisan dan deret yang dikembangkan dalam rencana pembelajaran. Berdasarkan implementasi desain didaktis barisan dan deret dapat disimpulkan

bahwa desain didaktis ini merupakan salah satu alternatif desain pembelajaran yang dapat memfasilitasi kemampuan berpikir kritis.

Kata Kunci: barisan dan deret, berpikir kritis, desain didaktis, disposisi berpikir kritis, socrates kontekstual