

Muhammad Yunus. 2022. *Analisis Kesulitan Belajar Siswa Dalam Operasi Hitung Bilangan Cacah (Studi Kasus Siswa Kelas III SDN Gili Anyar Kecamatan Kamal Kabupaten Bangkalan)*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing Rika Wulandari, S. Pd., M. Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesulitan siswa kelas III di SDN Gili Anyar dalam belajar operasi hitung bilangan cacah, mengetahui faktor yang mempengaruhi siswa mengalami kesulitan, mengetahui upaya apa yang dilakukan guru dalam menangani siswa yang mengalami kesulitan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Penelitian ini menggunakan teknik pengumpulan data dengan teknik observasi, wawancara, dan dokumentasi. Hasil dari penelitian ini yaitu 1). Kesulitan belajar operasi hitung siswa yaitu kesulitan belajar memahami dan mengingat tentang fakta, konsep dan sulit mengembangkan *skill*-nya karena ketika kelas I dan II belajar secara online, guru tidak menjelaskan tentang fakta. 2). Miskonsepsi siswa yaitu mengalami kesalahan memahami soal, rumus, perhitungan dan penyimpulan dalam mengerjakan soal-soal disebabkan siswa baru mendengar kata lambang, simbol dan istilah serta guru tidak menjelaskan tentang fakta. 3). Faktor penyebab siswa yaitu faktor internal di psikologisnya tingkat kecerdasan rendah, minat belajarnya rendah karena tidak mendengarkan ketika guru menjelaskan dan malas belajar. Faktor eksternalnya di instrumentalnya guru ketika pembelajaran hanya menggunakan buku guru dan buku siswa tidak menggunakan media pembelajaran. 4). Upaya yang telah dilakukan guru yaitu guru membimbing siswanya dengan cara memberi petunjuk dan memberi latihan. Ketika siswa tidak mendengarkan penjelasan guru menegurnya dan ditanyakan apa yang dijelaskan atau disuruh mengerjakan soal di depan kelas.

Kata Kunci: Kesulitan Belajar, Operasi Hitung, Bilangan Cacah.

Muhammad Yunus. 2022. *Analysis of Students' Learning Difficulties in Operations to Count Whole Numbers (Case Study of Class III Students at Gili Anyar Elementary School, Kamal District, Bangkalan Regency)*. Thesis. Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor Rika Wulandari, S. Pd., M. Pd.

ABSTRACT

This study aims to find out the difficulties of third grade students at Gili Anyar Elementary School in learning counting operations with whole numbers, knowing the factors that influence students having difficulty, knowing what efforts are made by the teacher in dealing with students who have difficulty. This study uses a descriptive qualitative approach. This study uses data collection techniques with observation, interviews, and documentation techniques. The results of this study are 1). Difficulties in learning arithmetic operations for students are difficulties in understanding and remembering facts, concepts and developing skills because when grades I and II study online, the teacher does not explain the facts. 2). The students' misconceptions are misunderstood the questions, formulas, calculation errors and inferences in working on the questions. New students hear the word symbols, symbols and terms. The teacher doesn't explain about the facts. 3). The factors that cause students are internal factors in their psychological level of low intelligence, low interest in learning because they do not listen when the teacher explains and are lazy to learn. The external factor is the teacher's instrumental when learning only uses the teacher's book and the student's book does not use learning media. 4). Efforts have been made by the teacher, namely the teacher guides his students by giving instructions and giving exercises. When students do not listen to the explanation, the teacher reprimands them and is asked what is being explained or asked to do the questions in front of the class.

Keywords: *Learning Difficulty, Operations to Count, Whole Numbers.*