**ABSTRAK**

**ELY HUSNULELY**

**17845028**

Kesulitan Belajar Operasi Hitung Pembagian Siswa Kelas IV

SD Muhamadiyah 3

Kesulitan belajar matematika (diskalkulia) merupakan kesulitan mengerjakan bilangan saat melakukan pekerjaan hitungan. Pembagian merupakan keterampilan komputasional yang dipandang paling sulit dipelajari atau diajarkan. Kesulitan belajar ini harus segera diatasi agar tidak menghambat pada materi- materi berikutnya. Penelitian ini bertujuan untuk; (1) mengungkap kesulitan- kesulitan belajar yang dialami siswa dalam melakukan operasi hitung pembagian; (2) mengetahui faktor penyebabnya; dan (3) mendeskripsikan solusi untuk mengatasi kesulitan belajar operasi hitung pembagian.

Penelitian ini menggunakan pendekatan penelitian kualitatif. Dari situasi sosial adanya siswa kelas IV SD Muhammadiyah 3 Kabupaten Garut yang mengalami kesulitan belajar operasi hitung pembagian, dipilih subjek penelitian berjumlah 28 siswa yang mengalami kesulitan belajar operasi hitung pembagian dan seorang sebagai informan. Pengumpulan data dari informan menggunakan teknik dokumentasi, angket, wawancara, dan observasi. Data yang telah terkumpul dianalisis menggunakan analisis data model *Miles and Huberman* yang meliputi reduksi data, penyajian, dan penarikan kesimpulan. Kemudian dilakukan uji keabsahan data dengan triangulasi sumber, teknik, dan waktu.

Hasil penelitian dapat dikemukakan sebagai berikut; (a) kesulitan belajar operasi hitung pembagian meliputi kesulitan memahami konsep pembagian, kesulitan dalam prosedur pembagian bersusun, kesulitan mengingat fakta dasar pembagian; (b) Faktor yang mempengaruhi kesulitan belajar operasi hitung pembagian antara lain faktor kognitif, minat, perhatian, waktu belajar, faktor orang tua, serta faktor guru; (c) Solusi untuk mengatasi kesulitan pembagian yaitu pembelajaran dilakukan sesuai langkah pembelajaran matematika menurut teori Piaget, menggunakan alat peraga blok Dienes, dan menggunakan strategi algoritma pembagian dengan perpaduan metode pertukaran eksplisit alternatif dan metode *chunking*.

Berdasarkan hasil penelitian yang diperoleh, saran yang dapat disampaikan kepada guru, kepala sekolah, dan orang tua yaitu untuk memperhatikan kesulitan yang dialami siswa; membimbing siswa memahami konsep pembagian; memberikan pembelajaran matematika sesuai tahapan belajar siswa SD pada periode operasi konkret menurut teori Piaget; menggunakan alat peraga blok Dienes; menggunakan strategi algoritma pembagian dengan perpaduan metode perukaran eksplisit alternatif dan metode *chunking* untuk mengatasi kesulitan; membangun suasana kelas yang menyenangkan dengan permainan edukatif untuk meningkatkan minat belajar dan menarik perhatian siswa.

**Kata Kunci**: kesulitan belajar matematika, operasi hitung pembagian, sekolah dasar.

**ABSTRACT**

**ELY HUSNULELY**

**17845028**

Difficulty Learning Operations Calculate Division Students Class IV

SD Muhammadiyah 3

 Difficulty learning mathematics (dyscalculia) is the difficulty working on numbers while doing the count work. Distribution is a computational skill that is seen as the most difficult to learn or teach. These learning difficulties must be addressed immediately so as not to impede the following materials. This study aims to; (1) reveal the learning difficulties experienced by students in carrying out calculating division operations; (2) find out the factors that cause; and (3) describe solutions to overcome the learning difficulties of calculating division operations.

 This research uses a qualitative research approach. From the social situation, there are Grade IV students of SD Muhammadiyah 3 Garut Regency who have difficulty learning to calculate counting operations, 28 research subjects were selected who had difficulty learning to calculate counting operations and 1 teacher as an informant. Collecting data from informants using documentation, questionnaire, interview, and observation techniques. The collected data were analyzed using the Miles and Huberman model data analysis which included data reduction, presentation, and conclusion drawing. Then do the data validity test with triangulation of sources, techniques, and time.

 The results of the study can be stated as follows; (a) the difficulty of learning the operations of calculating division includes difficulty understanding the concept of division, difficulty in the procedure of structured division, difficulty remembering the basic facts of division; (b) Factors influencing learning difficulties in calculating operations include cognitive factors, interests, attention, study time, parent factors, and teacher factors; (c) The solution to overcome the difficulty of division is that learning is carried out according to the steps of mathematics learning according to Piaget's theory, using the Dienes block teaching aid, and using a division algorithm strategy with a combination of alternative explicit exchange methods and chunking methods.

 Based on the research results obtained, suggestions that can be submitted to teachers, principals, and parents are to pay attention to the difficulties experienced by students; guide students understand the concept of division; provide mathematics learning according to elementary student learning stages in the period of concrete operations according to Piaget's theory; use the Dienes block props; use a strategy of sharing algorithms with a combination of alternative explicit exchange methods and chunking methods to overcome difficulties; build a pleasant classroom atmosphere with educational games to increase learning interest and attract students' attention.

**Keywords**: difficulty learning mathematics, arithmetic operations, division primary school