

ABSTRAK

Pemahaman konsep adalah kemampuan siswa dalam memahami konsep, atau kemampuan siswa dalam memahami ide-ide matematika secara menyeluruh dan mampu mengungkapkan kembali apa yang sudah dipelajari dalam bahasa yang mudah dimengerti baik secara lisan ataupun tulisan tanpa mengubah makna yang sebenarnya, sehingga ketika dihadapkan dengan persoalan siswa mampu untuk memilih prosedur dalam menyelesaikan persoalan secara akurat, luwes, efisien dan tepat. Namun faktanya, pemahaman konsep siswa masih tergolong rendah. Rendahnya pemahaman konsep terlihat dari hasil pra penelitian diperoleh nilai rata-rata 47 dengan kategori rendah, karena nilai tersebut dibawah KKM yaitu 73. Tujuan pada penelitian ini yaitu mendeskripsikan pemahaman konsep pada materi segiempat dan segitiga ditinjau dari Teori APOS (*Action, Process, Object, Scheme*) pada siswa SMP Hang Tuah. Penelitian ini menggunakan metode deskripsi kualitatif. Subjek penelitian ini yaitu siswa kelas VIII SMP Hang Tuah berjumlah 6 orang yang dipilih berdasarkan kategori *purposive sampling* dan berdasarkan kategori kemampuan pemahaman konsep. Instrumen penelitian ini adalah peneliti, instrument tes, dan wawancara. Adapun teknik analisis data yang dilakukan dengan 3 cara yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa subjek berkemampuan tinggi mampu mencapai tahap aksi, proses, objek, dan skema. Adapun subjek berkemampuan sedang mampu mencapai tahap aksi, proses, objek, namun pada tahap objek masih belum sempurna melakukannya, dan belum mampu mencapai tahap skema. Sedangkan subjek berkemampuan rendah hanya mampu mencapai tahap aksi, proses, namun pada tahap proses belum sempurna dalam melakukannya, dan belum mencapai tahap objek dan skema.

Kata Kunci: *Pemahaman Konsep, Teori APOS, Segiempat dan Segitiga*

ABSTRACT

Concept understanding is the student's ability to understand concepts, or the ability of students to understand mathematical ideas as a whole and be able to re-express what has been learned in language that is easy to understand either orally or in writing without changing the actual meaning, so that when faced with problems students able to choose procedures in solving problems accurately, flexibly, efficiently and precisely. But in fact, students' understanding of the concept is still relatively low. The low understanding of the concept can be seen from the results of the pre-research obtained an average value of 47 in the low category, because the value is below the KKM, namely 73. The purpose of this study is to describe the understanding of concepts in the material of quadrilaterals and triangles in terms of APOS theory (Action, Process, Object, Scheme) on Hang Tuah Middle School students. This study uses a qualitative description method. The subjects of this study were 6 students in class VIII of Hang Tuah Middle School who were selected based on the category of purposive sampling and based on the category of ability to understand concepts. The research instruments are researchers, test instruments, and interviews. The data analysis technique is carried out in 3 ways, namely data reduction, data presentation, and drawing conclusions. The results showed that high-ability subjects were able to reach the action, process, object and scheme stages. As for subjects with moderate abilities, they are able to reach the action, process, object stage, but at the object stage they are still not perfect at it, and have not been able to reach the schema stage. Whereas low-ability subjects are only able to reach the action, process stage, but at the process stage they are not perfect in doing so, and have not yet reached the object and scheme stages.

Keywords: *Concept Understanding, APOS Theory, Quadrilaterals and Triangles*