

PERBANDINGAN METODE *TECHNIQUE FOR ORDER PREFERENCE BY SIMILARITY TO IDEAL SOLUTION* (TOPSIS) DAN *SIMPLE ADDITIVE WEIGHTING* (SAW)

PADA SISTEM PENDUKUNG KEPUTUSAN PENENTUAN SISWA INKLUSI DI SEKOLAH DASAR

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ABSTRAK

Kesulitan belajar merupakan permasalahan yang banyak ditemui dalam pendidikan sekolah dasar. Siswa yang berkesulitan belajar mengalami kesulitan dalam menyelesaikan tugas akademiknya khususnya dalam pelajaran berhitung. Dalam penentuan siswa berkesulitan belajar berhitung, tidak jarang guru mengalami kesulitan dikarenakan kriteria yang digunakan hanya menggunakan hasil nilai belajar siswa tanpa mengetahui kemampuan kognitif siswa, sehingga penilaian masih menggunakan dugaan. Sebagai salah satu cara yang dapat dilakukan untuk memudahkan identifikasi yaitu dengan memanfaatan teknik pengambilan keputusan yang dapat digunakan oleh pihak-pihak yang tidak memiliki kompetensi dalam deteksi dini anak kesulitan belajar berhitung, sehingga hasil penilaian dapat tepat sasaran dan guru dapat memberikan pelayanan pendidikan yang sesuai dengan kebutuhannya. Metode yang digunakan adalah *Technique for Order Preference by Similarity to Ideal Solution* (TOPSIS) dan *Simple Additive Weighting* (SAW). Penelitian ini bertujuan untuk mengetahui metode terbaik dan membantu memilih alternatif terbaik. Dalam penelitian ini akan dilakukan pengukuran kecepatan respon dan akurasi metode TOPSIS dan SAW. Dari hasil perbandingan menggunakan 22 data sampel dengan 5 pengujian diperoleh bahwa metode SAW lebih cepat dalam mengelola data dengan rata-rata kecepatan 1,6214 detik, sedangkan TOPSIS memperoleh 2,4986 detik. Sedangkan untuk tingkat akurasi, metode TOPSIS memperoleh nilai akurasi 100% dan metode SAW memperoleh 13%. Dari hasil kedua metode, metode TOPSIS dipilih sebagai metode terbaik pada penentuan siswa inklusi inklusi kesulitan belajar berhitung.

Kata Kunci: Kesulitan Belajar, Berhitung, TOPSIS, SAW.

**COMPARISON OF TECHNIQUE FOR ORDER PREFERENCE
BY SIMILARITY TO IDEAL SOLUTION (TOPSIS) AND SIMPLE
ADDITIVE WEIGHTING (SAW) METHODS ON DECISION
SUPPORT SYSTEMS DETERMINATION OF INCLUSION
STUDENTS IN ELEMENTARY SCHOOL**

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ABSTRACT

Learning difficulties are a problem that is often found in elementary school education. Students who have learning difficulties have difficulty completing their academic assignments especially in numeracy lessons. In determining students having difficulty learning to count, it is not uncommon for teachers to experience difficulties because the criteria used only use student learning outcomes without knowing the cognitive abilities of students, so that the assessment still uses guesswork. As one way that can be done to facilitate identification is by utilizing decision-making techniques that can be used by parties that do not have competence in early detection of children having difficulty learning to count, so that the assessment results can be right on target and teachers can provide educational services in accordance with their needs. The method used is Technique for Order Preference by Similarity to Ideal Solution (TOPSIS) and Simple Additive Weighting (SAW). This study aims to find out the best method and help choose the best alternative. In this study we will measure the response speed and accuracy of the TOPSIS and SAW methods. From the comparison results using 22 sample data with 5 tests, it was found that the SAW method was faster in managing data with an average speed of 1.6214 seconds, while TOPSIS obtained 2.4986 seconds. As for the level of accuracy, the TOPSIS method obtained an accuracy value of 100% and the SAW method obtained 13%. From the results of the two methods, the TOPSIS method was chosen as the best method in determining the inclusion of students in the difficulty in learning to count.

Keywords : *Learning Difficulties, Counting, TOPSIS, SAW.*