**Abstrak**

Artikel ini ditulis untuk mendeskripsikan kesalahan yang dilakukan siswa kelas V SD dalam memecahkan masalah pembagian pecahan serta penyebab siswa melakukan kesalahan tersebut. Data penelitian diperoleh dari hasil tes diagnostik dan wawancara. Data dianalisis dengan teknik analisis Miles dan Hubberman. Hasil penelitian menunjukkan bahwa kesalahan prosedur dan interpretasi bahasa dilakukan oleh subjek dengan kemampuan tinggi, sedang, dan rendah. Kesalahan konsep umumnya dilakukan oleh subjek dengan kemampuan rendah. Subjek dengan kemampuan tinggi tidak melakukan kesalahan operasi. Adapun faktor penyebab siswa melakukan kesalahan dalam menyelesaikan masalah pembagian pecahan, meliputi: kurangnya penguasaan keterampilan prasyarat, kekakuan berpikir, serta penerapan hukum atau strategi yang tidak relevan. Kata Kunci: Analisis, Kesalahan, Masalah, Pembagian Pecahan

**Abstract**

This article was written to describe the error made by fifth grade elementary school students in solving fraction division problema and also the factors that cause students do errors. Data of this study were collected from the result of diagnostic test and interview. The data were analyzed using Miles and Huberman technique of analysis. The result shows that the procedure and the misinterpretation of language were made by students with high ability, medium ability, and low ability. The misconception generally was made by students with low ability. Students with high ability did not do an operation error. The causal factors of students doing mistake in solving fraction division problem, are: deficient mastery of prerequisite skills, rigidity of thinking, and application of irrelevant rules or strategies.

Keyword: Error, Analysis, Problem, Fraction, Division