

ABSTRAK

Brama Putra Prasetya, 2009. Efektifitas Penggunaan Pendekatan Kontekstual Dalam Pembelajaran Matematika Untuk Meningkatkan Prestasi Siswa Kelas VIII SMP Pangudi Luhur Gantiwarno Klaten. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui efektifitas pembelajaran matematika di Sekolah Menengah Pertama dengan menggunakan pendekatan kontekstual dilihat dari tingkat keterlibatan siswa dan prestasi belajar siswa dalam pembelajaran matematika dengan menggunakan pendekatan kontekstual dan untuk mengetahui motivasi belajar siswa ketika belajar matematika dengan menggunakan pendekatan kontekstual.

Data yang diperlukan dalam penelitian ini adalah data keterlibatan siswa, prestasi belajar siswa, motivasi belajar siswa. Data keterlibatan siswa diperoleh melalui observasi yang dianalisis dengan menghitung persentase dan kriteria keterlibatan setiap siswa dalam kegiatan pembelajaran, kriteria keterlibatan siswa di dalam kelompok, kemudian menentukan kriteria keterlibatan siswa secara keseluruhan. Data prestasi belajar diperoleh dari hasil *pre test* dan *post test*. Selanjutnya kedua skor tes prestasi dianalisis menggunakan uji *t* untuk menentukan apakah ada peningkatan prestasi belajar siswa. Data tanggapan siswa diperoleh melalui kuesioner. Data dianalisis dengan menentukan skor setiap pernyataan masing-masing siswa, kemudian dihitung skor total yang diperoleh masing-masing siswa. Skor total tersebut kemudian dianalisis dengan cara menghitung persentase dan kriteria motivasi belajar masing-masing siswa. Setelah itu, ditentukan kriteria motivasi belajar siswa per aspek kuesioner, kemudian ditentukan kriteria motivasi belajar seluruh siswa dari kriteria tanggapan masing-masing siswa.

Hasil penelitian adalah sebagai berikut (1) penggunaan pendekatan kontekstual ditinjau dari keterlibatan siswa secara individual secara umum adalah cukup dan keterlibatan siswa secara klasikal secara umum adalah tinggi (2) Ada peningkatan prestasi belajar siswa yang ditunjukkan dengan adanya perbedaan yang signifikan antara skor *pre test* dan skor *post test*. (3) Siswa memiliki motivasi belajar yang tinggi terhadap pembelajaran matematika dengan menggunakan pendekatan kontekstual.

ABSTRACT

Brama Putra Prasetya, 2009. The Effectivity of The Use of Contextual Approach in Teaching Mathematics to Improve The Achievements of 8th Graded Students of Pangudi Luhur Junior High School, Gantiwarno, Klaten. Mathematics Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research is purposed to find out how effective it is to use contextual approach in teaching mathematics for Junior High School students as seen through the involvement rate of the students and their achievements, and to figure out their motivations to learn mathematics taught in such method.

The data needed in this research include the data of students' involvements, students' achievements, and students' motivations. The data of students' involvements were acquired from an observation which was then analyzed by counting the percentage and criteria of how students got involved in each learning activity, how students got involved in groups, and overall involvement rate of them. The data of students' achievements were obtained from the results of pre-test and post-test. Next, *t* test was used to check if there was any improvement in the students' achievements, as seen in their scores in both tests. Questioner sheets were filled by the students to collect their commentaries which were then analyzed by determining the score of each commentary made and then moving up to the total score for each student. The total scores were then analyzed by counting the percentage and learning motivation criteria of each student. After that, per questioner aspects the criteria of learning motivation were derived from, followed by the derivation of learning motivation criteria from commentaries made by the students.

The results of the research are the following ones (1) From the use of contextual approach as seen in the students involvement individually, it is generally sufficient and classically, is general is high. (2) There is an increase in achievements made by the students as seen in the significant difference between the results of pre-test and post-test. (3) The students possess high motivations to learn mathematics with contextual approach.