

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

“PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR MENGGUNAKAN PENDEKATAN KONTEKSTUAL UNTUK MELAKUKAN PENJUMLAHAN DAN PENGURANGAN BILANGAN CACAH PADA SISWA KELAS II SD N CANGCANGAN CANGKRINGAN SLEMAN”.

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Keaktifan dan Prestasi belajar siswa kelas 2 SDN Cancang Cangkringan dapat dikatakan rendah. Hal ini ditunjukkan dengan prosentase keaktifan siswa pada kondisi awal hanya 35% yang aktif dan prosentase prestasi belajar siswa yang mencapai KKM 45%, sementara KKM yang sudah ditentukan dalam kurikulum sekolah adalah 7.

Penelitian ini bertujuan untuk menguji apakah penerapan pendekatan kontekstual dapat meningkatkan keaktifan dan kemampuan memecahkan masalah mengenai operasi penjumlahan dan pengurangan bilangan cacah. Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas model Kemis dan Mc. Taggart yang dilaksanakan dalam dua siklus. Subjek penelitian tindakan kelas ini adalah siswa kelas 2 SDN Cancang Cangkringan tahun pelajaran 2011/2012 yang berjumlah 31 siswa. Waktu penelitian dilakukan pada semester satu tahun pelajaran 2011/2012. Kemampuan memecahkan masalah mengenai operasi penjumlahan dan pengurangan bilangan cacah diukur dengan melakukan tes. Keaktifan siswa dinilai dengan rubrik yang telah dirancang oleh peneliti.

Hasil penelitian pada tindakan pertemuan akhir siklus I, prosentase keaktifan siswa mengalami perubahan dari kondisi awal 35% aktif menjadi 64,5% aktif, dilakukan tindakan siklus 2 dan hasilnya meningkat pada pertemuan terakhir siklus 2 menjadi 80,64% aktif. Rata-rata nilai siswa pada siklus 1 mengalami perubahan dari kondisi awal, yaitu 45% mencapai KKM, menjadi 61,29% mencapai KKM, dilakukan tindakan siklus 2 dan hasilnya meningkat menjadi 77,41%. Dari hasil penelitian dapat disimpulkan bahwa keaktifan dan nilai rata-rata yang diperoleh siswa mengalami peningkatan disetiap siklus.

Berdasarkan data tersebut dapat disimpulkan bahwa pendekatan kontekstual dapat meningkatkan keaktifan dan prestasi belajar siswa kelas 2 SDN Cancang Cangkringan.

Kata kunci : Keaktifan siswa, Prestasi Belajar, Pendekatan Kontekstual

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## ABSTRACT

“THE IMPROVEMENT OF ACTIVENESS AND LEARNING ACHIEVEMENT USING CONTEXTUAL APPROACH IN ADDITION AND SUBTRACTION OF WHOLE NUMBERS OF THE SECOND GRADE STUDENTS OF SD N CANGANGAN CANGKRINGAN SLEMAN”

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The activeness and learning achievement of the second grade students of SD N Cancangan Cangkringan was low. This problem was shown by the percentage of students' activeness in the beginning, there were only 35% students who were active and the percentage of students who reached KKM was only 45%, whereas the level of KKM from the school curriculum was 7.

The researcher aimed to examine: “Can the application of contextual approach improve the activeness and the ability in solving the problems on the operation of addition and subtraction of whole numbers?”. In this research, the researcher conducted a class action research of Kemmis and Mc. Taggart model, that was conducted in two cycles. The research participants of this class action research were 31 students of the second grade students of SD N Cancangan Cangkringan in the academic year 2011/2012. The research was conducted in the first semester of the academic year 2011/2012. The ability in solving problem on the operation of addition and subtraction of whole numbers was assessed using examination. The students' activeness was assessed using a table designed by the researcher.

The results of the research on the student's activeness of the last meeting of cycle I were as follow: the percentage of students' activeness changed from the beginning that was only 35% of students became 64.5% of students, continued with the activities of cycle 2 and the result had increased, from at the last meeting of cycle 2, to become 80.64% of students. The percentage of students in the cycle I that were successful changed from the beginning, that was only 45 % students that reached KKM in the beginning, to become 61.29% of students at the end of cycle 1. The researcher conducted the action in cycle 2 and the result became 77.41% students who were active. From the results of the research, it can be summarized that the activeness and the average achievement mark of the students increased in every cycle.

Based on the data, it can be concluded that the contextual approach caused the improvement of activeness and learning achievement of the second grade students of SDN Cancangan Cangkringan.

Key words : Student's Activeness, Learning Achievement, Contextual Approach.