

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

**Yasinta Apri Lestari, 091134168, 2011. Peningkatan Prestasi Belajar Menggunakan Pendekatan Kontekstual Dalam Mata Pelajaran IPA Tentang Macam-Macam Gerak Benda Siswa Kelas III SD Kanisius Klepu Minggir Semester 2 Tahun Pelajaran 2010 / 2011. Skripsi Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.**

Penelitian ini bertujuan untuk untuk mengetahui apakah dengan menggunakan pendekatan kontekstual dapat meningkatkan prestasi belajar IPA materi pokok macam-macam gerak benda siswa kelas III SD Kanisius Klepu Semester 2.

Subjek penelitian diambil dari siswa kelas III yang terdiri dari 29 siswa. Penilaian yang digunakan dalam penelitian ini adalah pada siklus I menggunakan tes tertulis yang berupa soal-soal pilihan ganda. Jumlah soal pilihan ganda 15 soal. Pada siklus II penilaian yang digunakan meliputi penilaian kinerja, produk, presentasi dan tes tertulis. Penilaian kinerja dan produk aspek yang dinilai meliputi operasionalitas alat, ketepatan waktu penggerjaan, kerja sama dalam kelompok dan kebersihan atau kerapian alat. Penilaian presentasi aspek yang dinilai meliputi kerja sama dalam kelompok, kepercayaan diri siswa dan ketepatan dalam menjawab setiap pertanyaan. Penilaian tertulis berupa soal-soal pilihan ganda dengan jumlah soal masing-masing 15 soal. Teknik analisis yang digunakan untuk mengkaji data yaitu dengan cara mengumpulkan seluruh nilai yang diperoleh siswa, mengubah skor mentah menjadi nilai jadi, mencari rata-rata kemudian membandingkannya dengan keadaan pada kondisi awal.

Hasil penelitian pembelajaran macam-macam gerak benda menggunakan pendekatan kontekstual dapat mencapai hasil yang sangat memuaskan dengan melihat hasil KKM yang sudah ditentukan oleh sekolah yaitu 64. Hasil analisis tes akhir kondisi awal nilai rata-rata kelas mencapai 59. Didapat 17 siswa (60%) belum mencapai KKM dan 12 siswa (40%) sudah mencapai nilai KKM. Hasil analisis tes akhir siklus I nilai rata-rata kelas mencapai 68 dengan target penelitian 64. Didapat 7 siswa (25%) belum mencapai KKM dan 22 siswa (75%) sudah mencapai KKM. Hasil analisis tes akhir siklus II nilai rata-rata kelas mencapai 79 dengan target penelitian 70. Didapat 4 siswa (14%) belum mencapai KKM dan 25 (86%) siswa sudah mencapai KKM.

Dari hasil analisis dapat disimpulkan bahwa setelah siswa melakukan kegiatan pembelajaran dengan menggunakan pendekatan kontekstual prestasi belajar siswa dapat meningkat dengan memperoleh hasil yang memuaskan.

Kata kunci: prestasi belajar, macam-macam gerak benda,dan pendekatan kontekstual

## ABSTRACT

**Yasinta Apri Lestari, 091134168, 2011. The Improvement of study achievement through a contextual approach in science subject about the variety of object's movement on second semester third grade student in SD Kanisius Klepu Minggir, 2010/2011 school year. The thesis of Teacher Training for Elementary School Study Program, Faculty of Teacher training and education, Sanata Dharma University.**

This research aimed to find out whether by using contextual approach can raise the achievement of science study with the main material is the variety of object's movement by the second semester third grade students of SD Kanisius Klepu.

The subjects of this research are taken from the third grade students who 29 students. The assessment in this research uses a written test which is optional questions on first cycle. There are 15 questions. On the second cycle, the assessment contains of an assessment about the work quality of a product, presentation, and written test. On the work quality and product assessment, the evaluating aspects contain on the instrument's operation, timing of processing, teamwork, and the cleanliness or tidiness of the instruments. The evaluating aspects on the presentation assessment are the teamwork, student's self-confidence, and accuracy in answering every questions. The written assessment is optional questions with 15 questions in every cycle. The analysis technique which is used to examine the data is collecting all of the student's score, changing the unripe score into the ripe score, looking for the average then comparing with the beginning condition.

The research result of the variety of object's movement study by using contextual approach can raise a satisfied result by looking the KKM result which has been fixed by the school 64. On the final test result at the beginning condition, the class average score reaches 59. There are 17 students (60%) who haven't reached the KKM score and there are 12 students (40%) who have reached the KKM score. On the analysis result of the final test at the first cycle, the class average score reaches 67 with the target research is 64. There are 7 students (25%) who haven't reached the KKM score and there are 22 students (75%) who have reached the KKM score. On the analysis result of the final test at the first cycle, the class average score reaches 79 with the target research is 70. There are 4 students (14%) who haven't reached the KKM score and there are 25 students (86%) who have reached the KKM score.

Based on the analysis can be concluded that after students have done the study activity by using contextual approach, the study achievement of the students can raise by getting a satisfied satisfied result.

**Keywords :** prestasi belajar, macam-macam gerak benda,dan pendekatan kontekstual