

**ABSTRAK**

**PENINGKATAN KEAKTIFAN SISWA DAN KEMAMPUAN KOGNITIF  
PADA MATERI PECAHAN MENGGUNAKAN TEORI BELAJAR  
BRUNER DI KELAS III SD KANISIUS NOTOYUDAN YOGYAKARTA**

Veronica Daristi Muktingtyas

Universitas Sanata Dharma

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Latar belakang penelitian ini adalah adanya permasalahan mengenai kurang maksimalnya pencapaian keaktifan siswa dan kemampuan kognitif pada materi pecahan di kelas III SD Kanisius Notoyudan. Data kondisi awal keaktifan siswa sebesar 18,18% yang termasuk dalam kategori keaktifan sangat rendah sedangkan kemampuan kognitif melalui nilai rata-rata ulangan sebanyak 66,73 dan persentase siswa yang mencapai KKM sebanyak 53,84%.

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan penggunaan teori belajar Bruner dapat meningkatkan keaktifan siswa dan kemampuan kognitif dalam membandingkan pecahan sederhana pada siswa kelas III SD Kanisius Notoyudan Yogyakarta.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang mengacu pada model spiral dari Kemmis dan Taggart. Penelitian ini dilaksanakan dalam 2 siklus dan setiap siklus terdiri dari 3 pertemuan. Subjek dalam penelitian ini adalah seluruh siswa kelas III SD Kanisius Notoyudan yang berjumlah 22 siswa. Objek penelitian ini adalah keaktifan siswa dan kemampuan kognitif pada materi pecahan. Teknik pengumpulan data diperoleh melalui tes, kuesioner, dan pengamatan. Data yang diperoleh dianalisis secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan 1) pada akhir siklus II keaktifan siswa sebesar 95,46% termasuk kategori keaktifan sangat tinggi sedangkan kemampuan kognitif melalui nilai rata-rata ulangan siswa sebesar 87,27 dan persentase siswa yang mencapai KKM sebesar 87,36%, 2) penggunaan teori belajar Bruner melalui tahap enaktif, ikonik, dan simbolik dapat meningkatkan keaktifan siswa dan kemampuan kognitif.

Berdasarkan hasil penelitian yang telah diperoleh maka dapat disimpulkan bahwa keaktifan siswa dan kemampuan kognitif pada materi pecahan dapat meningkat dengan menggunakan teori belajar Bruner.

Kata kunci : Kemampuan kognitif, keaktifan, pecahan, teori belajar Bruner

**ABSTRACT**

**THE IMPROVEMENT OF THE STUDENTS' ACTIVENESS AND  
COGNITIVE ABILITY IN FRACTION MATERIAL BY USING  
BRUNER LEARNING THEORY IN THE THIRD GRADE OF  
KANISIUS NOTOYUDAN ELEMENTARY SCHOOL OF  
YOGYAKARTA**

Veronica Daristi Muktingtyas  
Sanata Dharma University  
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The background of this research was the problem of the less than maximal activity in the students' achievement and the cognitive ability in fractions material in third grade of Kanisius Notoyudan Elementary School of Yogyakarta. The data of the initial condition of the students' activeness was 18.18%, which is included in a very low activity category, while the cognitive ability from the mean score of daily tests was 66.73 and the percentage of students who pass KKM was 53.84%.

This research was aimed to know and describe the use of Bruner's learning theory which can improve the students' activity and the cognitive ability to comparing simple fractions at third grade of Kanisius Notoyudan Elementary School of Yogyakarta.

This research was Classroom Action Research (CAR), referring to the spiral model from Kemmis and Taggart. This research was conducted in two cycles, and each cycle consisted of 3 meetings. The subjects in this research were all students of the third grade of Kanisius Notoyudan Elementary School, consisting of 22 students. The object of research was the students' activity and cognitive ability in fraction material. The data collection technique was obtained by tests, questionnaires, and observations. The data were analyzed by descriptive qualitative and quantitative.

The result of the research showed 1) the students' activity in the Cycle II shows that the students' activity was 95.46%, included in very high activeness category, while the cognitive ability from the mean score of the daily tests was 87.27 and the percentage of the students who pass KKM was 87.36%, 2) the use of Bruner's learning theory by phase of enactive, iconic, and symbolic can improve the students' activity and the cognitive ability.

Based on the result of the research obtained, it can be concluded that the students' activeness and cognitive ability in fractions material can be improved by using Bruner's learning theory.

Keywords: cognitive ability, activeness, fractions, Bruner's learning theory