

ABSTRAK

**KEEFEKTIFAN PENDEKATAN PMRI TERHADAP HASIL BELAJAR
DAN KEAKTIFAN SISWA PADA PEMBELAJARAN PENJUMLAHAN
PECAHAN DI KELAS IV SD NEGERI KEPUTRAN A YOGYAKARTA**

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Penelitian ini bertujuan untuk mengetahui keefektifan pendekatan PMRI terhadap hasil belajar dan keaktifan siswa pada pembelajaran materi penjumlahan pecahan kelas IV SD Negeri Keputran A Yogyakarta.

Penelitian ini merupakan penelitian lanjutan dari penelitian yang telah dilakukan tahun lalu. Penelitian ini dilakukan di SD Negeri Keputran A Yogyakarta, bulan Januari 2014-Februari 2014. Jenis penelitian ini adalah kuasi eksperimen. Sampel penelitian sebanyak 62 siswa yaitu 31 siswa kelas IV.2 dan 31 siswa kelas IV.3. Variabel yang digunakan adalah variabel independen yaitu pendekatan PMRI dan variabel dependen yaitu keaktifan dan hasil belajar.

Keterlaksanaan pembelajaran menggunakan pendekatan PMRI dilihat dari munculnya kelima karakteristik PMRI. Hasil pengamatan 4 pertemuan diperoleh rata-rata 36,25 yang termasuk kriteria sangat terlaksana. Keefektifan PMRI berdasarkan hasil belajar menunjukkan pendekatan PMRI berpengaruh secara signifikan terhadap hasil belajar siswa kelas IV SD SD Negeri Keputran A Yogyakarta. Hal itu ditunjukkan dengan harga $sig.(2-tailed) \leq 0,05$ yaitu 0,000, maka pendekatan PMRI berpengaruh secara signifikan terhadap hasil belajar. Hasil *posttest* menunjukkan t test $> t$ hitung yaitu $4,109 > 1,671$ maka rata-rata skor *posttest* kelas eksperimen lebih tinggi yaitu 8,02. Hasil belajar berdasarkan KKM menunjukkan terdapat 80,64% siswa tuntas KKM di kelas eksperimen dan 61,29% siswa tuntas KKM di kelas kontrol. Keefektifan PMRI terhadap keaktifan ditinjau dari pengamatan keaktifan menunjukkan bahwa di kelas eksperimen terdapat 21,77% siswa sangat aktif dan 50% siswa aktif sedangkan di kelas kontrol terdapat 14,51% siswa sangat aktif dan 40,32% siswa aktif. Keaktifan siswa diperkuat dengan hasil kuesioner yang menunjukkan bahwa terdapat 54,83% siswa sangat aktif dan 45,16% siswa aktif sedangkan kelas kontrol terdapat 19,35% siswa sangat aktif dan 80,64% siswa aktif.

Kata kunci : pendekatan PMRI, hasil belajar, keaktifan, penjumlahan pecahan

ABSTRACT

THE EFFECTIVENESS OF PMRI APPROACH TOWARDS STUDENTS' RESULT AND PARTICIPATION IN LEARNING THE FRACTION ADDITION IN GRADE IV SD NEGERI KEPUTRAN A YOGYAKARTA

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This research is intended to discover the effectiveness of *PMRI* approach towards students' result and participation in learning the fraction addition in Grade IV *SD Negeri Keputran A Yogyakarta*.

This research is the follow up of the research which was conducted last year. This research was conducted in *SD Negeri Keputran A Yogyakarta* in January-February 2014. This research is a quasi-experimental research. The sample of this research was 62 students; those were 31 students of IV.2 and 31 students of IV.3. The variable used was independent variable; it was *PMRI* approach, and the dependent variable; those were the students' participation and their result.

The learning process of *PMRI* approach was seen from five characteristics of *PMRI*. The result of 4 times observation acquired 36,25 averages which was included the criteria. The effectiveness of *PMRI* in students' result showed that *PMRI* approach influenced IV grade of *SD Negeri Keputran A Yogyakarta* significantly. It was shown by the price of sig. (2-tailed) $\leq 0,05$ that was 0,000, so that *PMRI* approach influenced significantly towards the result. The result of posttest showed t test > calculate t, which was 4,109 > 1,671 so the posttest score average of experiment class was higher; 8,20. The result showed that 80,64% students could complete *KKM* in experiment class and 61,29% students could complete *KKM* in control class. The effectiveness of *PMRI* towards students' participation was seen through observation in experimental class. It showed that 21,77% students were very active and 50% students were active in the experimental class. Where as in the control class, 14,51% students were very active and 40,32% students were active. Students' participation was also seen in the questionnaires result. Those showed that 54.83% students were very active and 45,16% were active in experimental class. In the control class, 19,35% students were very active and 80,64% students were active.

Keywords: *PMRI* approach, result, participation, fraction addition