ABSTRAK

PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR MENGGUNAKAN PENDEKATAN *PROBLEM BASED LEARNING (PBL)* PADA MATA PELAJARAN MATEMATIKA SISWA KELAS V SDK WIROBRAJAN I YOGYAKARTA.

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Kurangnya keaktifan dan prestasi belajar siswa kelas V SDK Wirobrajan I mendorong peneliti melakukan Penelitian Tindakan Kelas di sekolah tersebut. Tujuan dari penelitian ini mengetahui pelaksanaan pendekatan *Problem Based Learning* (PBL) untuk meningkatkan keaktifan dan prestasi belajar pada mata pelajaran matematika siswa kelas V SDK Wirobrajan I Yogyakarta (2) pendekatan *Problem Based Learning* (PBL) dapat meningkatkan keaktifan belajar pada mata pelajaran matematika siswa kelas V SDK Wirobrajan I Yogyakarta (3) pendekatan *Problem Based Learning* (PBL) dapat meningkatkan prestasi belajar pada mata pelajaran matematika siswa kelas V SDK Wirobrajan I Yogyakarta.

Penelitian ini merupakan jenis Penelitian Tindakan Kelas yang dilakukan dengan 2 siklus, yang setiap siklusnya terdiri dari dua kali pertemuan. Pada setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi dan refleksi. Subjek pada penelitian ini adalah keaktifan dan prestasi belajar matematika siswa.

Penelitian dalam upaya peningkatan keaktifan dan prestasi belajar tentang pelaksanaan pendekatan *Problem Based Learning* (PBL) pada mata pelajaran matematika siswa kelas V SDK Wirobrajan I Yogyakarta. Penerapan penggunaan pendekatan *Problem Based Learning* (PBL) dapat meningkatkan keaktifan belajar pada mata pelajaran matematika siswa kelas V SDK Wirobrajan I Yogyakarta. Nilai rata-rata keaktifan belajar 70 (kategori cukup aktif) dengan persentase siswa minimal cukup aktif 58,8 %; siklus I 76 (kategori cukup aktif) dengan persentase 85,3 %; siklus II rata-rata 83 (kategori aktif) dan persentasenya 94,1 %. Penerapan pendekatan *Problem Based Learning* (PBL) dapat meningkatkan prestasi belajar siswa. Pada kondisi awal nilai rata-rata prestasi belajar sebesar 60,7 sebanyak 26,5 % siswa mencapai KKM 75; siklus I 77,1 sebanyak 55,9 % siswa yang mencapai KKM; siklus II rata-rata 86,2 dan sebanyak 88,2 % siswa yang mencapai KKM.

Kata kunci: keaktifan belajar, prestasi belajar, pendekatan *Problem Based Learning* (PBL)

ABSTRACT

INCREASING THE ACTIVENESS AND LEARNING ACHIEVEMENT USING PROBLEM BASED LEARNING (PBL) APPROACH IN MATHEMATICS SUBJECTS OF GRADE V SDK WIROBRAJAN I YOGYAKARTA'S STUDENTS.

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Lack of activeness and student achievement in grade V SDK Wirobrajan I has encouraged the researcher to conduct Classroom Action Research (CAR) in that school. The aim of the research was to examine the implementation of the approach of Problem Based Learning (PBL) might enhance the activeness and learning achievement in Mathematics lesson of students of class V SDK Wirobrajan I Yogyakarta students (2) Problem Based Learning (PBL) approach might enhance the activeness of learning in Mathematics lesson of class V SDK Wirobrajan I Yogyakarta's students (3) Problem Based Learning (PBL) approach could improve learning achievement in Mathematics lesson of grade V SDK Wirobrajan I Yogyakarta's students.

This research was a Classroom Action Research (CAR) which was conducted into2 cycles, each cycle consisted of two meetings. Each cycle consisted of four steps: planning, action, observation and reflection. The subjects in this study were the activeness and students' learning achievement.

This was a research in improving activity and learning achievement on the implementation of Problem Based Learning (PBL) approach in Mathematics lesson of students at class V SDK Wirobrajan I Yogyakarta. The application of Problem Based Learning (PBL) approach may enhance the activeness of Mathematics learning in graders V SDK Wirobrajan I Yogyakarta. The average value of learning activeness was 70 (categorized as quite active) with a percentage of 58.8%; the value of first cycle was 76 (categorized as quite active) with a percentage of 85.3%; the second cycle an average of 83 (active category) and the percentage was 94.1%. The application Problem Based Learning (PBL) approach could increase student achievement. In the beginning condition, the average value was 60.7, 26.5% of the students reached KKM (passing grade) 75; in the first cycle, the average value 77.1 was as much as 55.9% of students who reached KKM (passing grade) 75; the average score of the second cycle was 86.2 and there was 88.2% of the students who reached KKM (passing grade) 75.

Key words: learning activeness, learning achievement, Problem Based Learning (PBL) approach