

ABSTRAK

**PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR SISWA PADA
MATA PELAJARAN MATEMATIKA MATERI PEMBAGIAN
MENGUNAKAN MEDIA PAPAN PEMBAGIAN PADA KELAS III SD
NEGERI DENGUNG TAHUN PELAJARAN 2015/2016**

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Keaktifan dan prestasi belajar siswa kelas III SD Negeri Danggung belum mencapai KKM karena guru belum menggunakan media pembelajaran yang dapat membantu pemahaman siswa. Penelitian ini bertujuan untuk (1) mendeskripsikan upaya penggunaan papan pembagian untuk meningkatkan keaktifan dan prestasi belajar siswa pada mata pelajaran Matematika materi pembagian pada kelas III SD Negeri Danggung tahun pelajaran 2015/2016, (2) meningkatkan keaktifan belajar siswa pada mata pelajaran Matematika materi pembagian menggunakan media papan pembagian pada kelas III SD Negeri Danggung tahun pelajaran 2015/2016, (3) meningkatkan prestasi belajar siswa pada mata pelajaran Matematika materi pembagian menggunakan media papan pembagian pada kelas III SD Negeri Danggung tahun pelajaran 2015/2016.

Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam 2 siklus. Setiap siklus dilakukan 2 kali pertemuan. Pembelajaran di setiap pertemuan dilakukan dengan menggunakan media papan pembagian. Data keaktifan belajar siswa diperoleh dari lembar observasi yang diisi oleh observer selama proses pembelajaran berlangsung. Data hasil prestasi belajar siswa diperoleh dari lembar kerja siswa dan hasil evaluasi di setiap akhir siklus.

Hasil penelitian menunjukkan bahwa keaktifan dan prestasi belajar siswa meningkat selama proses pembelajaran melalui penggunaan media papan pembagian. Keaktifan siswa turut serta dalam melaksanakan tugas belajarnya, pada kondisi awal 20%, siklus I 31%, dan siklus II 48%. Keaktifan siswa terlibat dalam pemecahan masalah, pada kondisi awal 20%, siklus I 48%, dan siklus II 48%. Keaktifan siswa bertanya pada siswa lain atau kepada guru jika tidak memahami persoalan yang dihadapinya, pada kondisi awal 20%, siklus I 41% dan siklus II 45%. Keaktifan siswa berusaha mencari informasi yang diperoleh untuk pemecahan masalah, pada kondisi awal 20%, siklus 34%, dan siklus II 49%. Keaktifan siswa melaksanakan diskusi kelompok, pada kondisi awal 10%, siklus I 45%, dan siklus II 48%. Peningkatan prestasi belajar siswa yang mencapai KKM, pada kondisi awal 29%, siklus I 55%, dan siklus II 79%. Peningkatan prestasi belajar dari siklus I ke siklus II sebesar 24%.

Kata kunci: keaktifan belajar siswa, prestasi belajar siswa, media papan pembagian

ABSTRACT

IMPROVEMENT OF STUDENT LEARNING ACTIVENESS AND ACHIEVEMENTS IN MATHEMATIC SUBJECT MATERIAL DIVISION USING DIVISION BOARD TO THIRD GRADE OF DENGUNG ELEMENTARY SCHOOL IN THE 2014/2015 ACADEMIC YEAR

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Learning activeness and achievements of third grade students in SD Negeri dengung had not reach the minimal completement criteria because teachers had not use concrete learning materials to help increas students' comprehension. The purpose of this research is to : (1) describe the efforts of using division board to enhance activeness and learning achievements of the third grade students in SD negeri dengung. (2) enhance students' activeness towards Math subject spesifically the division subject using the division board, (3) enhance learning achievement towards Math specifically the division subject using the division board.

This research is a classroom action research that is done within 2 cycles with 2 meetings in each cycle. Learning process in each meeting is done by using the same division board. Datas of students' activeness in learning were gathered using observation sheets filled by the researcher during the whole process of learning activity. Datas of students' achievements were gahered from the students' worksheets and evaluation results in each cycle.

Results of the research shows that activeness and learning achievement both increase during the learning process by using concrete learning material which is the division board. Students' activeness in doing their assignments increase from 20% during the initial condition to 31% during the first cycle and finally 48 during the second cycle. Students' activeness in problem solving increase from 20% during the initial condition to 48% during the first and second cycle. Students' willingness to as their teachers or other students when there are any confusion increase from 20% in the initial condition to 41% in the first cycle and finally 45% during the second cycle. Students' activeness trying to get informations for problem solving increase from 20% during the initial condition to 34% during the first cycle and 49% during the second cycle. Students' activeness in group discussions increase from 10% during the initial condition to 45% during the first cycle and 48% in second cycle. Learning achievements increase from 29% during the initial condition to 55% in the first cycle and 79% in the second cycle

Keywords: student learning activeness, student learning achievement, division board