ABSTRAK

Kawiswara, Benidectus Dhimas. 2018. Peningkatan Kedisiplinan dan Prestasi Belajar Menggunakan Pendekatan Kontekstual Pada Mata Pelajaran Matematika Untuk Siswa Kelas V SDN Kledokan. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar Universitas Sanata Dharma.

Kedisiplinan siswa Kelas V SD N Kledokan yang rendah. Penelitian ini bertujuan untuk (1) Mengetahui langkah-langkah pendekatan kontekstual dalam upaya meningkatkan kedisiplinan dan prestasi belajar siswa dalam materi pokok bangun datar pada siswa kelas V SDN Kledokan. (2) Meningkatkan dan mengetahui peningkatan kedisiplinan siswa melalui penggunaan pendekatan kontekstual pada mata pelajaran Matematika dalam materi pokok bangun datar pada siswa kelas V SDN Kledokan. (3) Meningkatan dan mengetahui peningkatan prestasi belajar siswa melalui penggunaan pendekatan kontekstual dalam materi pokok bangun datar pada siswa kelas V SDN Kledokan.

Penelitian ini merupakan Penelitian Tindakan Kelas yang dilaksanakan dalam 2 siklus. Siklus pertama terdiri dari 2 pertemuan dan siklus ke 2 terdiri dari 1 pertemuan. Subjek penelitian ini adalah siswa Kelas V SD N Kledokan Tahun Ajaran 2017/2018. Pendekatan yang digunakan dalam pembelajaran yaitu pendekatan kontekstual. Objek penelitian ini adalah kedisiplinan dan prestasi belajar siswa pada mata pelajaran matematika. Data kedisiplinan diperoleh dari lembar Observasi yang di isi oleh observer pada setiap pertemuan.

Hasil penelitian menunjukkan bahwa kedisiplinan siswa meningkat dengan menggunakan pendekatan kontekstual. Peningkatan nilai dan persentase kedisiplinan siswa dari kondisi awal sampai capaian siklus II. Siklus 1 kondisi awal 40 dan 35% dengan target capaian 70 dan 70% hasil capaian siklus I 87,14 dan 96,66% capaian siklus II meningkat menjadi 95,79 dan 100%. Peningkatan prestasi belajar siswa yang mencapai KKM pada kondisi awal 25%, pada siklus I 66%, dan pada siklus II yaitu 86%, sehingga dapat disimpulkan peningkatan dari siklus I ke siklus II mencapai 18%.

Kata Kunci : kedisiplinan, prestasi belajar, pendekatan kontekstual.

ABSTRACT

Kawiswara, Benedictus Dhimas, 2018. The Increasing of Self-Discipline and Learning Achievement using Contextual Approach in Mathematics for 5th Grade Students of Kledokan State Elementary School. Undergraduate Thesis. Yogyakarta: Primary School Teacher Education Study Program of Sanata Dharma University.

The self-discipline of 5th Grade Students of Kledokan State Elementary School was lack. The aims of this study were (1) to know the steps of contextual approach in order to increase self-discipline and students learning achievement in plane figure material, (2) to increase and know the increasing of self-discipline through the use of contextual approach in Mathematics subject especially in plane figure material, (3) to increase and know the increasing of students learning achievement through the use of contextual approach in Mathematics subject especially in plane figure material in 5th Grade Students of Kledokan State Elementary School.

This study was Classroom Action Research that conducted in two cycles. The first cycle consisted of two meetings and second cycle consisted of one meeting. The subject of this study were 5th Grade Students of Kledokan State Elementary School academic year 2017/2018. The contextual approach was used in this study. The objects of this study were self-discipline and students learning achievement in Mathematics subject. The self-discipline data was obtained from observation sheet filled by the observers in every meetings.

The result of this study showed that self-discipline was increasing by contextual approach. The increasing of value and self-discipline percentage from the first condition until the achievement of second cycle. The first condition of first cycle were 40 and 35% with the target achievement were 70 and 70%. The result of the achievement first cycle were 87,14 and 96,66%. The achievement of second cycle increased into 95,79 and 100%. The increasing of students learning achievement that reached the KKM in the first condition was 25% in the first cycle was 66% and in the second cycle was 86%. The conclusion was the increasing of the first cycle into second cycle reached 18%.

Keywords: self-discipline, learning achievement, contextual approach.