ABSTRAK

PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR DENGAN
MENGGUNAKAN PENDEKATAN KONTEKSTUAL PADA TEMA
PECAHAN SISWA KELAS III SD KANISIUS GAMPING

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Keaktifan dan prestasi belajar siswa Kelas III SD Kanisius Gamping yang rendah mendorong peneliti untuk melakukan Penelitian Tindakan Kelas (PTK) di SD tersebut. Penelitian ini bertujuan untuk (1) mendeskripsikan upaya peningkatan keaktifan dan prestasi belajar siswa pada mata pelajaran Matematika Kelas III SD Kanisius Gamping Tahun Ajaran 2014/2015, (2) mendeskripsikan peningkatan keaktifan siswa pada mata pelajaran Matematika Kelas III SD Kanisius Gamping Tahun Ajaran 2014/2015, dan (3) mendeskripsikan peningkatan prestasi belajar siswa pada mata pelajaran Matematika Kelas III SD Kanisius Gamping Tahun Ajaran 2014/2015.

Penelitian ini merupakan Penelitian Tindakan Kelas yang dilaksanakan dalam 2 siklus. Setiap siklus terdiri 2 pertemuan. Subjek penelitian adalah siswa Kelas III SD Kanisius Gamping Tahun Ajaran 2014/2015 yang berjumlah 20 siswa. Pendekatan yang digunakan dalam pembelajaran yaitu pendekatan kontekstual. Objek penelitian ini adalah keaktifan dan prestasi belajar matematika. Data keaktifan siswa diperoleh dari lembar observasi keaktifan yang diisi oleh observer selama proses pembelajaran berlangsung. Data prestasi belajar siswa diperoleh dari lembar kerja kelompok, lembar kerja siswa, evaluasi akhir pertemuan, dan evaluasi akhir siklus.

Hasil penelitian menunjukkan bahwa keaktifan dan prestasi belajar siswa meningkat dengan menggunakan pendekatan kontekstual. Peningkatan keaktifan siswa dalam memperhatikan guru pada kondisi awal yaitu 20%, capaian siklus I yaitu 45%, dan capaian siklus II yaitu 85%. Peningkatan keaktifan siswa dalam bekerjasama dalam kelompok pada kondisi awal yaitu 25%, capaian siklus I yaitu 55%, dan capaian siklus II yaitu 90%. Peningkatan keaktifan siswa mengerjakan tugas pada kondisi awal yaitu 35%, capaian siklus I yaitu 50%, dan capaian siklus II yaitu 90%. Peningkatan keaktifan siswa dalam mengajukan pertanyaan pada kondisi awal yaitu 15%, capaian siklus I yaitu 30%, dan capaian siklus II yaitu 55%. Rerata peningkatan keaktifan yang diperoleh pada siklus I yaitu 21,25% dan siklus II yaitu 35%. Peningkatan prestasi belajar siswa yang mencapai KKM pada kondisi awal 41%, pada siklus I yaitu 95%, dan pada siklus II yaitu 100%, sehingga dapat disimpulkan peningkatan dari siklus I ke siklus II mencapai 5%.

Kata kunci: keaktifan, prestasi belajar, pendekatan kontekstual.

ABSTRACT
THE INCREASING OF THE ACTIVENESS AND
THE LEARNING ACHIVEMENT USING CONTEXTUAL APPROACH
ON FRACTION SUBJECT MATTER OF THE 3RD GRADERS
OF KANISIUS GAMPING ELEMENTARY SCHOOL

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The low activeness and the learning achievement of the 3rd Grade students of Kanisius Gamping Elementary School supported the researcher to conduct Classroom Action Research (CAR) in that school. This research was aimed to (1) describe the efforts to increase the 3rd Grade students of Kanisius Gamping Elementary School students' activeness and learning achievement in Mathematics Subject in the school year of 2014/2015, (2) describe the increases of the 3rd Grade students of Kanisius Gamping Elementary School students' activeness in Mathematics Subject in the school year of 2014/2015, (3) describe the increases the 3rd Grade students of Kanisius Gamping Elementary School students' learning achievement in Mathematics Subject in the school year of 2014/2015,

This research was a Classroom Action Research which was conducted in 2 cycles. Each cycle consisted of 2 meetings. The subjects of the research were the 20 students of 3rd Grade of Kanisius Gamping Elementary School year of 2014/2015. The approach of this research was contextual approach. The objects of the research were the activeness and the learning achievement of Math subject. The data of the students' activeness were gathered from the activeness observation sheets, filled by the observer, during the learning process. The data of the students' learning achievement were gathered from the students' group work sheet, the students' worksheet, the evaluation in the last meeting and the evaluation in the last cycle.

The result of the research showed that the students' activeness and learning achievement increased using the contextual approach. The increasing of the students' activeness in paying attention to the teacher in the early condition is 20%; 45% achieved in the cycle I and 85% achieved in cycle II. The increasing of the students' activeness in group-working in the early condition is 25%; 55% achieved in the cycle I and 90% achieved in cycle II. The increasing of the students' activeness in doing the tasks in the early condition is 35%; 50% achieved in the cycle I and 90% achieved in cycle II. The increasing of the students' activeness in asking questions in the early condition is 15%; 30% achieved in the cycle I and 55% achieved in cycle II. The average of the increasing of the activeness achieved in cycle I is 21,25% and achieved in cycle II is 35%. The increasing of the students learning achievement who passed the Minimum Criteria or Kriteria Ketuntasan Minimal (KKM) in the early condition is 41%; 95% achieved in the cycle I and 100% in the cycle II. So, it can be concluded that the increase from cycle I to cycle II is 5%.

Keywords: activeness, learning achievement, contextual approach.