

ABSTRAK

Mentari, Primitiva Rindi Febria. 2015. *Penggunaan Pendekatan Pendidikan Matematika Realistik Indonesia (PMRI) untuk Meningkatkan Keaktifan dan Hasil Belajar Siswa pada Kelas III SD Negeri Karangmloko 2*. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma.

Latar belakang penelitian ini adalah adanya masalah keaktifan dan hasil belajar siswa kelas III di SD Negeri Karangmloko 2. Keaktifan dan hasil belajar siswa kelas III di SD Negeri Karangmloko 2 masih rendah. Penelitian ini bertujuan untuk (1) mendeskripsikan pelaksanaan pendekatan PMRI, (2) untuk meningkatkan keaktifan siswa, (3) untuk meningkatkan hasil belajar siswa pada materi pengukuran pada siswa kelas III SD Negeri Karangmloko 2 tahun pelajaran 2014/2015.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Objek dalam penelitian ini adalah keaktifan dan hasil belajar siswa. Sedangkan subjek dalam penelitian ini adalah siswa kelas III SD Negeri Karangmloko 2 tahun pelajaran 2014/2015 yang berjumlah 31 siswa. Data diperoleh dengan melalui lembar pengamatan keaktifan dan tes tertulis untuk hasil belajar. Teknik pengumpulan data berupa wawancara, observasi, dan tes.

Hasil penelitian menunjukkan bahwa pendekatan Pendidikan Matematika Realistik Indonesia (PMRI) dapat meningkatkan keaktifan dan hasil belajar siswa SD Negeri Karangmloko 2. Kondisi awal rata-rata persentase keaktifan sebesar 28,38% menjadi 63,83% pada siklus I, pada siklus II meningkat menjadi 92,9%. Peningkatan rata-rata persentase keaktifan dari siklus I ke siklus II sebesar 28,37%. Rata-rata hasil belajar siswa dari kondisi awal 61,72 meningkat sebesar 73,38 pada siklus I dan pada siklus II menjadi 80,80. Peningkatan rata-rata hasil belajar dari siklus I ke siklus II sebesar 7,42. Pencapaian KKM kondisi awal sebesar 34,27% pada siklus I meningkat menjadi 67,74%, dan pada siklus II meningkat menjadi 87,09%. Peningkatan pencapaian KKM dari siklus I ke siklus II yaitu 19,35%. Kesimpulan dari penelitian ini adalah melalui pendekatan PMRI dapat meningkatkan keaktifan dan hasil belajar siswa kelas III SD Negeri Karangmloko 2 materi pengukuran tahun pelajaran 2014/2015.

Kata kunci: Pendidikan Matematika Realistik Indonesia (PMRI), keaktifan, hasil belajar.

ABSTRACT

Mentari, Primitiva Rindi Febria. 2015. *The Use of Realistic Mathematic Education (RME) to Improve Students' Activeness and Achievement in Class III SD Negeri Karangmloko 2*. Thesis. Yogyakarta: Elementary School Years Program, Sanata Dharma University.

The study background of this research was that there was a problem about the third grade of Elementary students' activeness and achievement in SD Negeri Karangmloko 2. Activeness and achievement in SD Negeri Karangmloko 2 which were still low. This research was aimed (1) to describe the implementation of RME approach, (2) to increase the students' activeness, (3) to increase the students' achievement on the measuring material for the third grade of Elementary students in SD Negeri Karangmloko 2 in period of 2014/2015.

This type of research is classroom action research (CAR). The objects of this research were the students' activeness and achievement. Then, the subject of this research was 31 students from the third grade of Elementary students in SD Negeri Karangmloko 2 in period of 2014/2015. The researcher got the data through the observation sheet in order to observe the students' activeness and using written test in order to see the students' achievement. The data gathering technique used in this study were interview, observation and test.

The result of this research was that Realistic Mathematic Education approach can improve the third grade of Elementary students' activeness and achievement in SD Negeri Karangmloko 2. At the beginning, the percentage of the students' activeness was about 23,38% and now be 63,83% in the first cycle, then it was increased to be 92.9% in the second cycle. Moreover, the increasing percentage from the first to the second cycle about the students' activeness was about 28,37%. However, the average of the students' achievement was increased from 61,72 to be 73,38 in the first cycle and become 80,80 in the second cycle. The improvement of the students' achievement was 7,42 from the first into second cycle. At the beginning, the KKM achievement was 34,27% in the first cycle to be 67,74% and in the second cycle was increased to be 87,09%. The improvement on the KKM achievement from the first into second cycle become 19,35%. So, the conclusion of this research was that Realistic Mathematic Education (RME) approach can improve the third grade of Elementary students' activeness and achievement in SD Negeri Karangmloko 2 about measuring material in period of 2014/2015.

Keywords : Realistic Mathematic Education, activeness, achievement.